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A curriculum guide for teaching nine-, ten-, and eleven-year-old children is presented. It can be used for preschool professional meetings, for inservice meetings, by individual teachers, by parents and teachers to help in their communication, by parent study groups, and by preservice discussion groups.

The first section describes the characteristics of normal growth of intermediate grade children. Children at this age are generally in good health and have steady body growth with no unusual spurts. There is an increasing control of emotional expression. Growth in independence is outstanding; yet at the time social approval is searched for. The child begins to interact with a much wider and larger environment, which brings about greater knowledge and understanding of his and the adult world. There is also a steadily growing capacity to think, to reason, to remember, and to be aware of time and space.

The second section describes the concern of the school for the needs of the child. The school should foster better health programs, teach children safety and courtesy, and make necessary adjustments for handicapped children.

The third section describes how teachers can plan with children. Personal interviews, anecdotal records study, and problem anticipation are important.

The fourth section describes how teachers could plan with parents. Reporting practices of the school, holding parent-teacher conferences, and having parents help in the classroom are suggested.

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Intermediate Level

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Wisconsin Cooperative Educational Planning Program

June, 1962

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GUIDES TO CURRICULUM BUILDING

INTERMEDIATE LEVEL

Problems Approach Bulletin No. 4

Curriculum Bulletin No. 12

Wisconsin Cooperative Educational
Planning Program

Issued By

ANGUS B. ROTHWELL, State Superintendent
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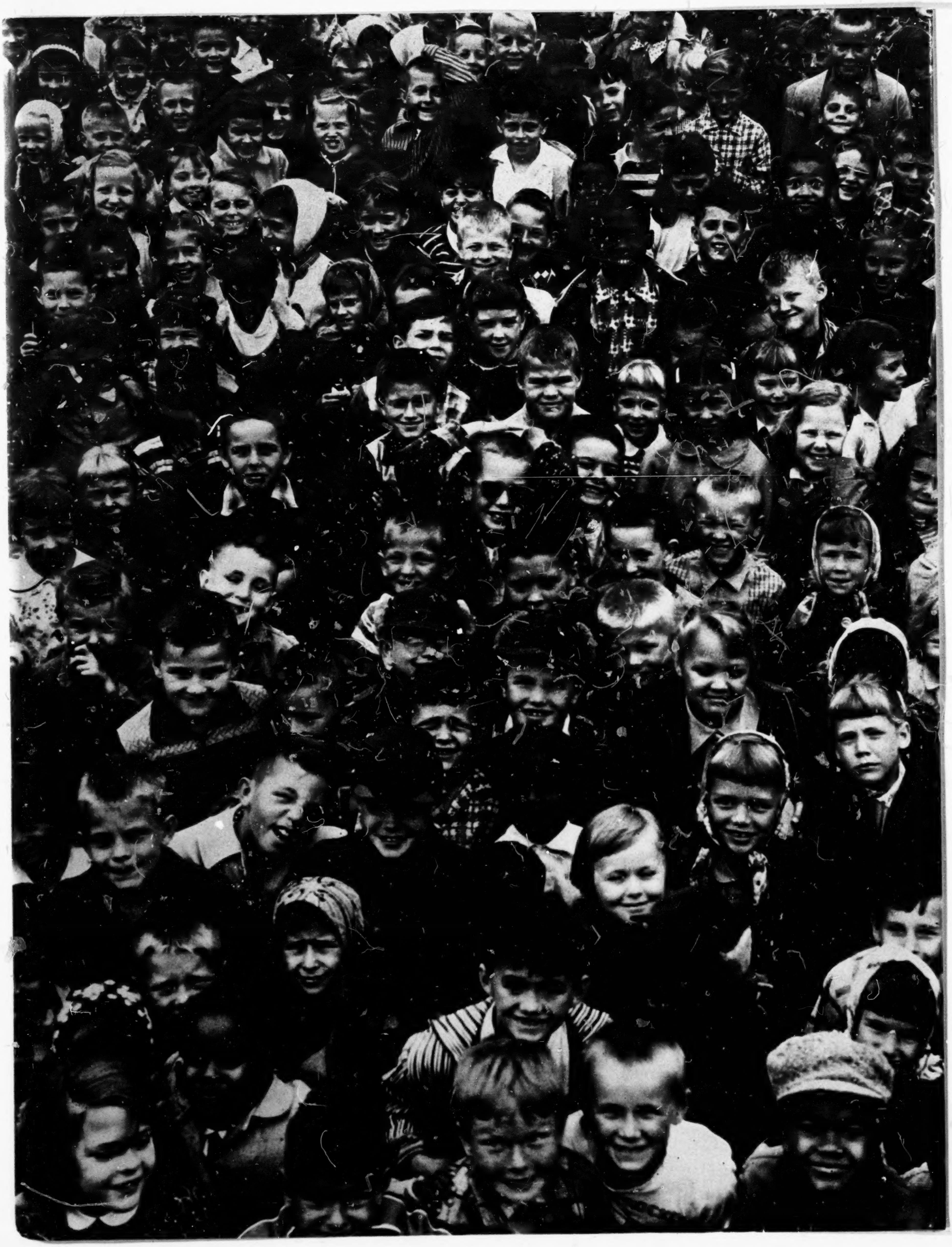

Acknowledgment

Words of sincere appreciation are extended to the many people whose time, energy, and constructive thinking have gone into the pages of this book. Their reward is two-fold—first, a knowledge that this book is a resource for teachers in which they may find understanding, inspiration, and practical help in teaching the intermediate grade child; second, a personal satisfaction that, having carefully studied the pre-adolescent, they have widened their horizons and deepened their own understanding of this age group.

Special credit goes to the members of the School of Education, University of Wisconsin–Madison for the kindly counsel and encouragement in the early stages of planning and writing; to the members of the School of Education, University of Wisconsin–Milwaukee, who so graciously assisted in the later stages of the writing; and to the many teachers, whose names are not listed, who answered questionnaires, expressed opinions, and explained the areas covered; and to the committee that developed and edited this bulletin. May the satisfaction classroom teachers gain in the use of this bulletin be a testimonial to all the fine people who assisted in the project.

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Chapter I

Introduction

Place of the Bulletin

"Guides to Curriculum Building–Intermediate Level" is one of a series of five publications planned to serve as a guide in the process of curriculum improvement. As teachers, supervisors, and administrators carefully examine the instructional program, needs arise for suggestions concerning the many factors which must be taken into consideration in such a complex process. The first in this series of guides appeared in 1947 and was entitled "Guides to Curriculum Building–Kindergarten Level." In that bulletin there appeared for the first time in Wisconsin the format which has become characteristic of the series and which has stimulated educators and others, to think in new ways about the problems concerned with children and the teaching–learning situation. In columnar form were presented the characteristics of children and the culture in which they live together with challenging statements of the implications of such facts for curriculum planning.

"Guides to Curriculum Building–Intermediate Level" brings to the reader interested in education the same kinds of helps which were provided in the previous publications described above. The point of departure lies in the study of children of the ages 9 through 11, and of the homes, neighborhoods, communities, nation and world in which they live. The reader will find systematically organized those considerations with respect to the social, emotional, intellectual and physical aspects of life upon which sound instructional programs can be built. Some of the implications of the nature of children and of the culture are stated in considerable detail, but others will have to be developed by the reader.

It must be made clear that it is not the intention of this series of bulletins to suggest that all children are exactly alike. In each case, the characteristics and problems listed are believed to be true of a great number of children in the age group, but obviously many children exhibit characteristics which differ substantially from the norm. Cultural influences vary greatly from one family to another and from one community to the next due to the social, ethnic and economic conditions which prevail, and other factors. Indications appear all through the following chapters which suggest various combinations of these individual and environmental characteristics will alter greatly the conclusions which will be reached by the teacher in planning instruction for the children served. In spite of this caution concerning the range of individual differences, information included in this publication should be found useful for children who seem to deviate from the norms as well as for those who more nearly resemble the average in most respects.

The great range of individual differences suggests that it is unwise to attempt to devise a curriculum for any age group which will be equally useful everywhere and for all children. Instead, it seems more helpful to list the characteristics of children in the intermediate elementary grades, the nature of their world, and the related implications for planning instruction and then to use this guide material in the development of an educational program for a particular group of children.

A number of procedures can be used in a community in carrying out this plan. A few of these are described in the following paragraphs with full knowledge of the fact that a given school system may find it necessary to develop a plan which is unique and suitable in no other school system.

How to Use the Bulletin

"Guide to Curriculum Building–Intermediate Level" has been developed by the Department of Public Instruction to stimulate discussion and to be utilized as a consultative tool rather than to be followed *per se*. It is suggested that teachers, adminstrators, and supervisors may become well acquainted with this bulletin in several ways. It can be used

. . . for pre-school professional meetings by intermediate grade teachers as a focal point for reading and discussion.

. . . for inservice meetings held throughout the school year. Greater effectiveness of this guide is accomplished when the staff plans these meetings throughout the year. Teachers would be more apt to review often the material and to use it as the need arises.

. . . by individual teachers who are interested in knowing the growth characteristics of children of this age level so as to plan learning experiences which will help these children to grow successfully.

. . . by teachers who are planning a new unit of study. The unit in the last chapter may serve as a guide for teachers.

. . . by teachers and parents as a resource tool during the parent-teacher conference. This guide will help both persons to better understand the child in the intermediate grade.

. . . for parent study groups. This guide will give parents the growth characteristics of the 9, 10, and 11 year old child.

. . . for pre-service discussion groups. The supervising teacher may use the guide with student teachers who are planning to work with children on this grade level.

All persons concerned with the development of the 9, 10, and 11 year old will find "Guide to Curriculum Building–Intermediate Level" an invaluable asset for the better understanding of these children.

It is customary in setting forth the purposes of a publication to mention not only what it does but also what it does not do.

It should be clear that the reason for being of this series of bulletins is to point up to teachers of varying age level pupils the problems young people meet as they mature due to their own psychological and physical development and due to the social demands made on them by the society in which they live. Content analysis as such is not done systematically but appears rather by implication from the problems young people meet.

Chapter II

These Are the 9–10–11 Year Olds

Teachers Need a "Green Thumb" Plus

Children come to school in varied assortments of sizes, shapes, and personalities. All are different. But all possess the luster of life, the germ of growth, and the uniqueness of individuality that makes them attractive both in themselves and with others.

Expert gardeners are said to have a "green thumb" because they can help most plant life to grow. But everyone knows that a true horticulturist is one who also studies his science widely and well and who applies his learning to his work. As a result, he produces bigger and better flowers.

Good teachers are said to have the "touch" because they can help children with many individual differences to learn, to develop, to mature. Educators, like gardeners, need a knowledge of the growth processes to achieve satisfactory results. For this reason, the study of child development and its application to the classroom are among the important professional concerns of teachers.

To stimulate thoughts about pupils' development and the related curriculum implications for the school, the following series of descriptive passages about children, 9 to 11 years of age, have been prepared. These paragraphs are intended to exemplify the developmental characteristics and behavior of these children. The children described are purely fictional. They were created only to personify psychological types.

Miss Jones has a typical middle-grade class in an ordinary American elementary school. Her classroom is neither new nor old, big nor small, plain nor fancy. It is average; she is average, and her pupils represent an average class. There are many of the usual fixtures and features present. These include the American flag, neat board work, gay bulletin board displays, special "corners," shelves of books, the world's busiest pencil-sharpener, and a teacher's desk crowded with papers, books, supplies, a captured squirt gun, a weary apple, and a lonely flower. Among the intangibles are the pervasive air of order, the warm feeling of friendship, and the quick tempo of business. This is the setting.

Since Miss Jones seldom has time during a regular school day for reflection, the scene shall have to be an examination period. As the boys and girls write, Miss Jones watches and thinks. Over the rustle of papers, scratching of pens, clearing of throats, and holding of heads, she hears little except unprompted snatches of a familiar tune repeated over and over again in the back of her mind. "What on earth is happening?" she asks herself. "Here the children are taking a test, and I'm ready to hum 'That Old Gang of Mine!' " There Miss Jones sits, wistfully prizing the moment and sadly wishing it could last forever. She loves her pupils, and they love her.

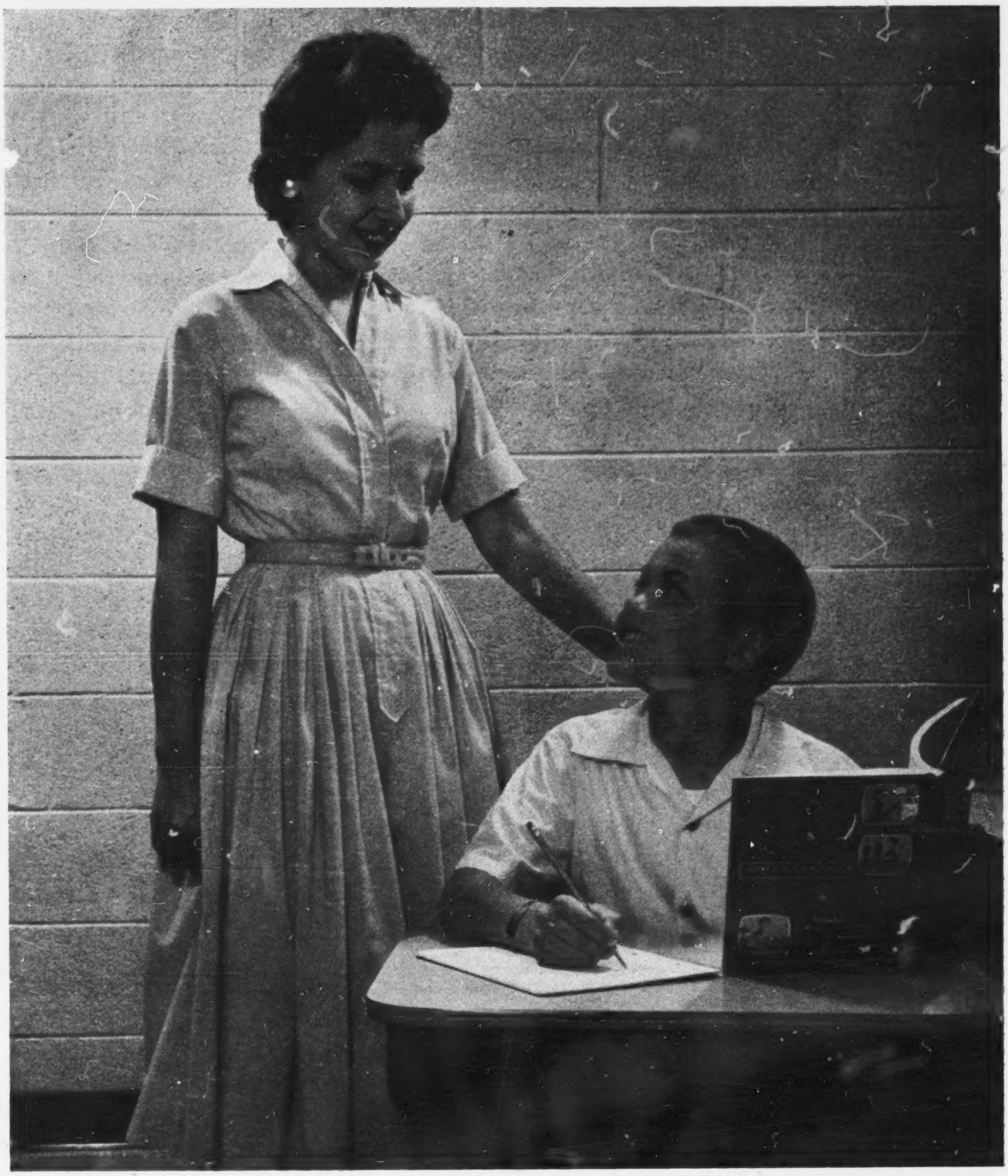
She looks; she listens; she thinks . . . she wonders. What will become of them? Her eyes slowly scan the room!

Bob can hardly sit still, even now. He bounces and bubbles. I don't know where that boy gets all his energy. Of course, he eats enough to put a coal-miner to shame. He's growing strong, too, and he knows it. I pity his poor mother, trying to keep him fed and cleaned, as well as busy. Bob is really a fine, wholesome person, but his appearance often hides this fact. He seems to think body care consists only of combing one's hair. I do wish he'd get on friendlier terms with soap and water. And that shirt-tail of his! The way he lets it hang out, you'd think it is the Congressional Medal of Honor. But I really shouldn't worry; Bob will do well in time. Someday, he will emerge from the great ranks of the "unwashed" as an older, bigger, and neater youngster who, while he may be a little less effervescent, will be even more likable.

Fortunately, no teacher will ever have problems helping Sue to understand her physical growth. Although she's somewhat of a "tomboy" now, that girl is as normal as hunger at noon. One of these years, Sue will discover that she wants to be a lady, but, for the present, she's too busy playing softball, riding her bike, and just having fun. She's interested in everything—dancing, roller-skating, swimming, and that's good. However, it could be bad, too, because she's the kind of daredevil who would delight in trying to outdo the boys in climbing high trees or hiking along busy highways. Even when she slows down to a fast trot, she continues to amaze me. She can embroider a pillow case with a fairy's touch one minute, and trip over her own feet the next. I guess I'll always remember her best as the little pixie who once played a violin solo for the class and, when finished, turned and gave me a big wink.

Louise, on the other hand, is maturing more rapidly. She's grown so much taller than the rest, I worry about her. She's started to slouch down in her chair ever since the boys began to call her "lanky Lou." Actually, she's a lovely girl. You can tell by her large frame that she's going to be a big person. It won't be too long before her body begins to fill out. I just hope she won't become overly self-conscious about her development. As it is, she has to take it easy because of that touch of rheumatic fever she had while in kindergarten. She's learned to rest often, exercise carefully, and eat properly because of her condition . . . now if she will only recognize the fact that height should not affect a woman's beauty and bearing. I trust that Louise's next teacher will try as hard as I have to help her to adjust her attitude properly.

George surprises me. He treasures his personal privacy, yet he cannot do enough for me or his friends. Nothing pleases him more than to help with our collections of the milk money. One would think he was a bank treasurer



Milwaukee Public Schools

Teachers need a Green Thumb Plus

the way he keeps a careful check on the amounts. As a matter of fact, George looks like a young bank treasurer, with his immaculate white shirt, neat tie, and permanently pressed trousers. He makes no fuss about this special job; he does it and his classmates respect him for it. Of course, George's mother finds it hard to believe all this because he drives her near to distraction by not picking up his room and by sometimes forgetting to do his chores. George gets along with everyone; he is truly "one of the boys." When he grows up, this fine young fellow will be a man among men. Unlike some of the other boys, he is already beginning to mature a little.

Carol is another very likable person and a willing learner. She's the kind of industrious pupil who is willing to make decisions and to stick by them. She knows she's not the brightest child in class, but that doesn't bother her. Carol works along at a steady pace, making regular progress, learning by her mistakes. She used to daydream a lot, but she has overcome that habit. Now everything is strictly business with her. Carol is determined to succeed. She wants to learn as much as she can. Of course, some subjects are harder for her than others. She realizes this and tries to act accordingly. To me, it's amazing that a young child should be so mature in these respects. Carol's a very stable girl, and I've come to respect her good judgment. She considers the facts before making her decisions. I hope all her teachers will continue to give her the guidance and encouragement she needs.

Ralph, too, will require careful direction in the years ahead. That fellow finds it difficult to remember anything but cowboy songs and television commercials. He is doing better in science these days; however, most other subjects are not attractive enough to hold his attention for long. I've worked and worked with Ralph, trying to simplify his memory problem. In fact, I think of him first whenever I choose audio-visual aids. I know that I reach him sometimes in spelling, but only infrequently. I find arithmetic practically hopeless in his case. I can't help but wonder if Ralph's home life doesn't have something to do with the situation. His father is an accountant and should be able to help the boy. But a certain amount of tension must exist between the two. Ralph has become nervous and excitable lately. It's a shame, too, because he is a good boy and should be an average pupil. He needs help.

Look at Shirley write! She's overflowing with ideas. In her case, being the class "bookworm" has many advantages. She remembers much of what she reads and is learning how to express herself well. I used to worry about my little red-haired "egg-head" when the year first started. Shirley was actually too wrapped up in her reading. But now that she has learned to get out in the fresh air and sunshine after school instead of spending all of her spare time with books, she's a healthier and happier girl. She's also getting more out of her reading. I'm glad, too, that she has begun to read biographies as well as animal stories. Shirley's probably the public library's best customer at present and will most likely remain an avid reader throughout her life. Now that she's discovered magazines, she's adding new dimensions to her small world. When Shirley grows up, she should be an interesting, well-informed adult.

By the same token, Roger should become an intelligent adult who will also be stimulating to know. I've met few youngsters in my teaching career, who could write with such ease. Of course, his handwriting still leaves much to be desired, but that will improve in time. Roger can "write"; he already has some of the equipment he needs—ideas, vocabulary, and, even, a crude style. He lacks polish, though. His spelling is poor, and his reasoning is not always logical. Roger must learn how to outline what he reads and what he writes. The important thing now is to kindle the flame, to change the creative spark into a roaring fire of self-expression. This will be a slow process, however. Developing a writer's natural talent is like growing African violets; it requires deft, sensitive handling. Roger is an artist who is learning to paint with words. I do hope he will have sympathetic teachers and appreciative readers throughout his school years.

John is Sylvia's best listener. Fortunately, he is also my best listener, too. He does not sit open-mouthed, I'll admit, but he does seem to pay close attention to my remarks. He remembers much of what he hears. I don't try to push my luck, however, because I know the limits of John's attention span. If I talk too long, his fascinated look gradually turns into a blank stare. He enjoys our radio program about conservation and benefits much from our music appreciation lessons. John likes to listen and learn. He also likes to operate the tape recorder, being mechanically inclined. I'll always remember how flabbergasted I was the day this quiet, unassuming boy took twenty minutes to play back a tape and to point out the errors of grammar and speech the children had made. I thought I was the only one in class listening as critically. I couldn't help but think of the axiom "still waters run deep."

Poor Tony could use some of Sue's excess energy. Better still, he needs some of her buoyant spirit. He's about as vivacious as wilted lettuce. I do wish that his parents would unplug the TV set once in a while. Tony's steady diet of westerns, crime shows, and cartoons is taking its toll. His head must ring constantly with war whoops, gun shots, and inane melodies. He's jumpy and irritable because he's nervous and tired. His color isn't good either; I suspect that he needs much more exercise and fewer sweets. How can his parents ignore what is happening to their boy? Surely, since I have politely mentioned this to them several times, they must notice his sluggish behavior and his alarming lack of interest in outdoor activities. If nothing else, his many fights with the other children should warn them that something is wrong. I hate to think it, but Tony may be headed for trouble someday.

Then there's Rosemary. Ah, Rosemary. She means well and tries hard. She's my one-member fan club. I know just how she feels because I've worshipped a few heroes in my lifetime, too. I've endeavored not to disillusion her or to hurt her sensitive feelings. For Rosemary's own good, however, I wish she wouldn't be so exacting with herself. Few of us ever achieve perfection in many of our undertakings. She will experience some keen disappointments, I'm afraid, before she learns this difficult lesson of life. I hope she will not be hurt too deeply in the process. If Rosemary will only keep her present sense of right and wrong, she will become a mature woman of strong character. Already her conscience prompts her to be a faithful friend and an obedient pupil. It's encouraging and satisfying to see a sweet little girl turn into a gracious young lady whose kind words and winning smile warm the hearts of others.

Finally, there is Aaron, our world-traveler. Few boys have had as many opportunities to travel as this curly-topped youngster. With his parents, he has visited many parts of the United States. His family takes a vacation trip every summer. This is particularly worth while for Aaron because geography and history intrigue him. He studies his atlas just as intently as I read my daily newspaper. Of course, Aaron reads other materials, too. His interest has been captivated by our Space Age achievements. For this reason, he wants to learn as much as possible about science and arithmetic. He does a lot on his own, like visting the museum and library, and talking to engineers at his father's plant. I have to admit, sometimes, my inquisitive young friend asks me very technical questions. He sure keeps me on my toes, research-wise. He also has me practicing my chess in hopes of winning my first game from him. Aaron will go far.

Well, there they are—the year's class. Oh, I'm relieved to know that another year is ending, and the work is almost done. But I'll miss this class as much as I've missed the others in the past. It's true that there'll always be another who reminds one of Bob, of Sue, of Aaron, and of Mary . . . and there'll be another Paul who leads, and Eleanor who sings, a Ralph who needs help, and a Tony who wants love. The names may differ, but the personalities will be similar. The difference lies in the combination of elements; never again will this unique group of boys and girls live and work together with me in this classroom under the same conditions. This is the end of an experience that will linger in our memories for a lifetime.

. . . dee-dee, da, dum . . . "that old gang of mine," Miss Jones hummed, as she waited for the bell to ring.

Such is the work of cultivating young minds. Classes come and classes go, while the teacher labors on, trying to help each and all in their turn. The teaching of children is, indeed, like the raising of flowers in a garden, for the work must be accomplished within the cycle of the seasons.

Furthermore, every year's new crop of growing things presents fresh challenges and unpredictable problems. That is why the teacher, like the gardener, must have a "green thumb" plus.

Chapter III

These Are Their Growth Characteristics

Research studies in child development have given us a great deal of information on the growth characteristics of the pre-school child, the child in the primary school, and the adolescent. This has not been true of the intermediate grade child, the 9, 10, or 11 year old. For some time he was considered the "forgotten child" in child development research. Today, however, the intermediate grade child is recognized as having stages of physical growth peculiar to him, and as needing to accomplish certain developmental tasks to make the transition from early childhood to a new boy-girl status. It has been said that children of this age level are on the teeter-totter of development. One has only to think about what parents and teachers frequently say to these children to know that this is true—"You are too old to act like a baby" or "You are too young to do that alone."

Perhaps one of the first things a teacher observes in an intermediate grade classroom is the fact that chronological age is no index to growth. If he asks all ten-year olds in the class to stand, he will find a wide range of difference in physical growth—tall ones, short ones, fat ones, and thin ones. Such differences also exist in social, emotional, and mental growth of this "in betweener." Although each child develops according to his own pattern, there are certain growth characteristics that are common to this age group. The following quotation from a curriculum guide summarizes for teachers such general characteristics:

> "*Boys and girls in the intermediate grades are in a uniquely appealing stage of child development.* They are warmly affectionate and often develop a strong attachment for the teacher. They have a compelling curiosity and are enthusiastic about learning new things. They are eager to demonstrate their ability to carry out tasks of considerable complexity. They wish strongly to succeed, although the projects they undertake self-confidently often exceed their own estimate of their ability. They show a desire for doing things the way adults do them. They are quick to show intense devotion to some outstanding personality of the past or present. Though they are coldly practical in some matters, they are fascinated by the romantic and adventurous, the 'long ago and far away.'
>
> "They have an acute sense of fairness within their own group. They fear the loss of status among their peers. This feeling of loyalty to their peer-group extends even to rigid conformity in dress, speech, play, and ideals. Groups tend to form according to sex with little intermingling among them. They enjoy vigorous plans and prefer activity to passivity, hence, require periodic relaxation and varied pursuits. Their ability to concentrate depends on their interest in the project involved and their store of available energy."*

The chart that follows is a compilation of growth characteristics of the 9-10-11-year old as gleaned from professional literature and from practical experience in the classroom. It should be noted that not all children will be at the stage of development as indicated on the chart. Some may be beyond the stage and entering adolescence, others may not have reached it. Certainly, the chart will assist teachers in gaining a better understanding of these children, helping them to utilize growth factors in planning learning experiences for their children.

---

* Curriculum Guide for Intermediate Grades, Milwaukee Public Schools.

The chart is organized in columns as in the other bulletins of the series:

Column 1 describes the normal growth characteristics of intermediate grade children. Not all children will be in this stage of development—some may be advanced, others retarded.

Column 2 points up developmental tasks the child needs to achieve in his process of growing and developing. These will help a teacher chart her course as she plans with children the learning activities.

Column 3 indicates briefly some of the things the teachers and the school can do. They are merely suggestions. Teachers will think of hundreds of others just as significant.

Column 4 is included for teacher inventory and evaluation. The items speak for themselves.

This job of understanding children is a big one. Earnest teachers and parents have been and are trying to understand the child. However, we need to bring what we know about the growth and development of children into use—in our work with children, in our relationships with them, in planning for their curriculum, in our guidance and counselling, and in helping them to grow successfully and happily.

NOTE

In succeeding pages in this chapter the publication is planned to be read by facing pages—two pages being necessary to complete the four columns to be read in parallel. Those persons who are familiar with the former "Guides" will have no difficulty in following the layout plan. Others will soon recognize that column two follows from column one, column three from column two, etc.

GROWTH CHARACTERISTICS OF THE INTERMEDIATE GRADE CHILD

Ages 9-10-11

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
I. PHYSICAL GROWTH CHARACTERISTICS	
A. *Health Status*	
Good health is general. Circulation, digestion, and respiration function as adults. Good appetites.	Develop and maintain his own good health and further its development.
Physical strength and energy are increasing.	Learn to accept and to adjust to new physical powers.
Boys have more than girls and are apt to overdo.	Learn to keep one's self reasonably neat and clean—know how, when, and why.
Boys and girls are relatively immune to communicable diseases, having built up a degree of resistance during earlier childhood.	Develop a sense of pride in personal appearance.
Health habits are in varying stages of development. Some concern over health in general is evidenced, but the child rarely applies this to himself. Boys are indifferent to personal appearance (hands and faces dirty, hair uncombed, shirts out, etc.)	

Curriculum Implications for the School	*The Teacher's Column*
Provide activities that will give information in the development of: 1. Desirable health habits of eating, sleeping, resting, bathing. 2. Understanding of the need for community cooperation to maintain health for all.	Do I stimulate children to feel that healthful living is a vital part of home and school life? Do I use the resources of the community (health dept., nurse service, water plant, etc.) to help children understand the need for community cooperation to maintain the health of all?
Provide physical examinations and use the results as the basis for acquainting child, parent and teacher with the child's health needs.	To what extent have I fostered parent education to provide the health needs of children and to encourage the use of health services (immunization, vaccination, quarantine)?
Keep cumulative health records.	Do I make adequate use of cumulative health records to know the health status of each child?
Give some knowledge of functional physiology.	
Direct strength and energy into constructive channels— 1. Tasks in the classroom. 2. Physical education skills. 3. Hobbies, recreational activities.	
Provide a differentiated play program based on the different interests of boys and girls.	
Develop good attitudes toward the need for excluding and confining children and adults with contagious disease.	Do I recognize deviations from normal health (symptoms of infectious diseases, etc.)?
Give some knowledge of the causes of infections and the methods of prevention.	
Set standards of personal cleanliness that are attainable at this age level.	
Provide adequate facilities for keeping clean and neat.	
Provide adequate time schedule to permit washing hands and face and combing hair.	Do I sacrifice opportunities for developing personal cleanliness because of rigid school routine?
Encourage parents to help in providing for the health needs of the child.	

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
B. ***Body Growth***	
There is a steady growth in height and weight, with no unusual spurts, except in girls as they approach adolescence. The rate of growth is actually slow when compared with the preceding and following years.	Understand that increased weight and height are indications of growth.
The bones grow steadily into stronger structures; the body frame now begins to assume the adult form, although body proportions are unequal—legs long, trunk short. Girls exceed boys in height and weight.	Accept responsibility to promote growth through eating of proper foods, getting sufficient exercise, rest and sleep.
A wide range in physiological maturity is apparent, depending on: 1. Family skeletal patterns. 2. Early childhood illness. 3. Malnutrition.	Learn to accept his own growth pattern and to adjust to it.
C. ***Body Management***	
1. The small muscles of the extremities and the large muscles of the shoulders, arms, backs and legs develop steadily in size and strength. There is increasing competence in the use of these growing muscles. The child is now able to engage in physical activities requiring more control.	Learn to put muscular activity to purposeful use. Readily participate in activities which will help develop the large muscles.
2. Hyper-activity is characteristic of this period much moving of legs, arms and body and increased handling of objects. Children play hard, run fast and continuously, jump, wrestle, and often in such hazardous places as busy street or alleys, near rivers, on railroad tracks, etc.	Learn to control unnecessary body movements. Develop control over arm and leg movements. Learn to recognize dangers.
3. Powers of coordination of hand and eye and in manipulative skill approach the adult level by the end of this period.	Increase coordination between hand and eye. Learn to handle more effectively the tools needed in writing, painting, construction, etc. Learn to play a musical instrument.
4. Because of unusually rapid or unequal changes in bone and muscle structure, awkwardness and physical ineffectiveness often develop.	Enjoy participation in group dances and games.

Curriculum Implications for the School	*The Teacher's Column*
Provide health and science experiences which will develop an understanding of growth, such as 1. Weighing and measuring at regular intervals, and charting gains or losses. 2. Observing growth of plants and animals. 3. Learning about the seven basic foods and their effect on growth—an understanding of the values of proper diet. 4. Learning about individual differences in growth.	Do I provide a classroom environment which permits observation, experimentation and other activities in the areas of health and science?
Help the children set up standards of the amounts of exercise, rest, and sleep, and the kinds of food needed for normal growth.	Is the home and school cooperating to see that the child gets adequate rest, sleep, exercise and food?
Provide a lunch program.	
Provide a classroom atmosphere that will recognize different growth patterns but not accentuate differences so that children become self-conscious.	
Provide seating facilities and arrangements that take cognizance of each individual's growth pattern—desks, chairs, tables, seats.	What am I doing to help the overgrown child to understand that some children develop more rapidly than others?
Provide opportunities in classroom for freedom of movement. 1. To move about to get books, materials 2. To handle objects—science, art 3. To assist in housekeeping jobs of the classroom	Does the classroom stimulate children to use their freedom wisely?
Provide a sports program that stresses coordination and individual competitive effort—swimming, skating, roller skating, bicycling, gymnastics.	Is the physical education program a developmental process?
Recognize differences in motor coordination (handedness)	To what extent have I provided necessary material so that children can develop manipulative skills?
Provide a physical education program that will increase and maintain body coordination.	Are individual differences considered in seating facilities?
Provide muscular activities that have present and future utility 1. Art experiences—clay modeling, building, carving, painting 2. Handicrafts 3. Manual arts 4. Learning to play a musical instrument	

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
5. Posture is not as good as in earlier years, possibly because of too much sitting in school, leaning over desks, etc.	Learn to handle the body better and more purposefully. Learn to sit, walk, and stand in a manner commensurate with his growth pattern.
D. *Nervous System*	
The brain and spinal cord reach adult size by the age of 10, but the cellular development upon which mental development depends is not complete as it continues to grow and organize for a number of years in an orderly sequence. The function of the associative neurons is the least developed.	Learn to recognize fatigue and the need for intermittent periods of relaxation or change in activity. Form the habit of getting an adequate amount of sleep regularly.
Constant physical activity all day with no allowance for rest and relaxation, and with little apparent fatigue, is normal for this age group.	Learn to eat wholesome foods.
Rapid growth, malnutrition and overstimulation affect the nervous system. This is evidenced by weariness, jitteriness, fidgeting and serious nervous diseases.	Realize that choice and balance are necessary in daily program of radio and television.
E. *Digestive, Circulatory, and Respiratory Systems*	
The digestive system, while functioning much as an adult's, is less than two-thirds fully grown. Adequate digestion of the large amounts of food needed by the constantly active and steadily growing body is achieved by the eating of smaller quantities at more frequent intervals.	Learn what foods are necessary for growth. Recognize the need for eating wholesome foods for in-between lunches. Learn that good digestion is aided by being relaxed and happy at meals.
A larger blood supply is needed, throwing additional work upon the heart, which lags far behind in its growth during these years.	Learn to balance periods of activity and rest.

Curriculum Implications for the School	*The Teacher's Column*
Provide experiences that give release to muscular activity 1. Games—running, jumping, ball throwing 2. Folk dancing Help children understand and practice good posture. Provide corrective exercises for those who need them.	Am I an example of good posture?
Realize that the child's mind is a growing thing that it is moulded from within through the forces of growth. Accept children as they are, expecting of them only what it is possible for them to achieve. Recognize maturation and readiness as factors in learning. Provide a well-balanced program of activity and rest, avoiding monotonous routine and over-stimulation. Provide frequent changes in the nature of activities. Provide a happy, friendly and cooperative atmosphere in the classroom. Provide healthful experiences in dramatics, interpretive and creative activities. Be alert to fatigue and tension and to provide a change or rest as needed. Assist pupils in recognizing signs of fatigue. Provide an environment in which the child feels free to move about the room. Emphasize the importance of good food and ample rest. Investigate signs and causes of nervousness, such as tics, compulsions, etc. Help parents become aware of an alert to dangers from over-stimulation.	What arrangement do I make to give the children in my room a balanced, flexible program of activity and rest? How conscious am I of my mental health and that of the children in my room? Do my children have any nervous symptoms which indicate a need for guidance and help from a specialist? How can I help parents to understand that over-stimulation of movies, radio and television programs are detrimental to the child's health?
Provide activities which will help the child develop desirable attitudes toward good nutrition —choosing and enjoying the wholesome basic foods at meals and in-between lunches. Give some knowledge of the physiological functions of the digestive, circulatory, and respiratory systems in body growth and health.	What experiences in food selection can I provide for the child? Do I make use of the school lunch program in developing good attitudes toward eating proper foods and in enjoying meals? Do I enlist the aid of the parents in providing a happy, relaxed atmosphere at meals in the home?

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
Blood pressures are usually higher and there is a characteristic increase in the force of the heart. There is a fairly high frequency of functional heart disturbances throughout this period.	**Learn the value of good posture and outdoor activity in proper lung development.**
A greater lung capacity is required to handle the purification process. Pulmonary disorders often result from improper development of the respiratory system.	

Curriculum Implications for the School

Provide a well-balanced program of activity and rest.

Assist pupils in recognizing signs of fatigue.

Provide recreational activities to relieve strain.

Provide outdoor activity to help the proper development of the lungs.

Encourage good posture habits through the realization of the relation of body posture to healthy lung development.

The Teacher's Column

Do I provide for individual differences in the amount of physical activity needed?

Is my class forced to spend too much consecutive time in quiet, restricted mental work?

What can I do to provide a restful atmosphere in the classroom, especially after strenuous exercise?

Is the playground suitably equipped for free activities which will help develop habits of full respiration naturally?

Am I aware of repeated respiratory infections?

Developmental Characteristics and Behavior | *Developmental Tasks for the Child*

II. EMOTIONAL AND SOCIAL CHARACTERISTICS

A. *Emotional Status* (Stability)

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
The child of this age is becoming increasingly better at controlling the expression of his emotions. On the surface he appears quite serene and placid, even though his emotional susceptibilities have increased with his wider range of experiences, interests, and concerns. He expresses his feelings in more indirect ways. His "hatred" toward a subject may, in reality, be a result of resentment toward a child who excels, or of hostility to the teacher, or of a fear of failure. Any giggling, silly actions, joking, and planning in secret are all used to cover up a lack of confidence and a feeling of insecurity. His emotions are more easily aroused by being thwarted, by defeat, by boredom through lack of challenge, and by a blocking of his attempts to gain acceptance of recognition. He rarely cries, and only if really angry or badly hurt. Actually he will be more upset afterward because of the "babyish" actions. His behavior at home may be just the opposite of that in school (exhibiting tantrums, whining, explosions, etc.) with the result that parents and teachers have different impressions of him.	Recognize his own abilities and inabilities as they affect his status in the group. Learn to adjust to factors which cannot be changed. Learn ways of expressing feelings without hurting or annoying others. Become aware of the value of self-control.

B. *Feeling for Self and Others*

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
This is a period of transition in which the child moves from a feeling of his own importance as an individual to a subordination of his individuality to a group or "gang." He becomes increasingly concerned with the sway of customs, manners, opinions, and values of his own age group. To be a member of a social club, clique, or secret society gives him a sense of belongingness as well as an outlet for his gang spirit. He is less concerned about the interests of grown-ups and more often ignores the grown-ups themselves. Many adult standards seem impossible to him, making him indifferent. Increasingly different interests separate boys and girls, resulting in rivalry and teasing. Though they can work politely in mixed groups in school situations, their	Become less dependent on parents and other adults. Become accepted by others of age-group. Learn to derive enjoyment from experiences shared with his own age group. Understand the value of adult guidance. Learn teamwork and cooperation for a common goal. Evaluate the relative importance of the peer group activities and the desires of the family. Distinguish between playful and derogatory teasing. Adapt himself to the "give and take" of group experiences.

Curriculum Implications for the School	*The Teacher's Column*
Maintain a classroom atmosphere where there is no tension and strain to interfere with the wholesome expression of emotions.	**Am I aware of the pupils' relationships with each other and with the teacher?**
Help the child evaluate the worth of the abilities which he has that will help him to gain group recognition.	**Are the pupils encouraged to offer helpful suggestions to each other and to accept these suggestions in the constructive light in which they were offered?**
Encourage self-expression that will contribute to richer group experiences.	**Do I encourage all contributions to group discussions and better understanding no matter how small these may seem? Do I recognize these contributions for the value they have in giving a child status?**
Provide experiences in which he will be challenged and in which it will be possible for him to feel success.	**Do I try to provide materials that appeal to varied interests and of a range of grade level difficulty so that the slow child and the gifted child are challenged along with the average child?**
	Do I try to help make parents aware of the fact that their children may react differently in a social situation in school than they do in the family environment in the home?
Study and understand the child's peer culture both in school and in the community.	**Am I aware of each child's relationships with his classmates—of possible conflicting personalities where children are working together?**
Provide group experiences what will result in **1. Achieving belongingness among peers** **2. Growth in "giving and taking"** **3. Approval and recognition of the individual** **4. Achieving common goals** **5. Wholesome relationships between boys and girls.**	**Do I provide sufficient opportunities for group activity?** **Are children afforded opportunities for leadership in planning and directing group activities and committee work?** **Do I help to develop an understanding of the need for cooperation among participants in group activities?**
Encourage the child to be considerate of his family's wishes and plans.	**Do I observe the extent to which democratic principles are applied to the conduct of group activities?**
Provide guidance that the child will readily accept because it is friendly, fair, purposeful, and feasible.	
Provide experiences in which it will be possible for him to demonstrate increasingly his growing ability in self-direction.	

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
loyalty remains with members of the same sex. Boys show their affection for each other by punching and wrestling, girls by putting arms around each other. Racial, religious, and socio-economic prejudices may be well established by this time, learned chiefly through the attitudes of parents and other adults. However, a wider social tolerance may develop, for the child's widening interests in group activities may cause him to be included with children of a different social, religious, or racial status—children whom he discovers to be essential and valuable to the group's activities.	Learn to become increasingly a boy or a girl—to act the role that is expected. Learn the necessity for using facts and reasoning to test opinions and prejudices. Acquire a feeling of mutual respect for people with different backgrounds (social, religious, racial).
C. *Tendency to Have Fears*	
He has more worries than fears. Report card marks, not measuring up to the other children, excessive competition, some home conditions, and even seemingly trivial mistakes may cause him real anxieties. Sometimes he assumes a hostile front or a "don't care" attitude to conceal his real worry. Many childhood fears often continue—fear of darkness, storms, being alone at night, burglars, etc. Fears of rejection resulting from lack of early relationships with his family may continue. Some indicate fear of rough games by their attempts to help the teacher in the classroom during play periods, or by dawdling in getting ready to go outside.	Experience success. Learn to judge between important and trivial things. Accept some set-backs. Know from whom and how to get help when disturbed, worried, or afraid. Experience physically active games with children of same physical development.
D. *Personal Ideals and Values*	
A good sense of fairness is evident at this age. The child can accept blame, but becomes upset if the accusation is unfounded. He insists that blame be apportioned fairly, if several are involved. He is concerned with "who started it." The making of rules, procedures, and punishments is of great interest to him. Ideas of justice are readily accepted and practiced. The 9–11 year old usually thinks in terms of right and wrong. A conscience is developing.	Realize the importance of rules set up by others and respect them. Know when to withhold unfavorable comments. Learn to take blame and criticism. Readily give credit to others. Develop clear concepts of right and wrong. Develop traits of truth and justice. Develop self-confidence to the extent that he will feel no need for cheating.

Curriculum Implications for the School	*The Teacher's Column*
Provide specific experiences for developing an understanding that some children are different only in: place of birth, religion, race, or economic—social status; that they are real people, too, having parents, homes, feelings, interests like himself.	
Promote activities in which it is possible for each child to achieve success. Eliminate excessively competitive factors from the school environment. Evaluate in terms of desirable changes in behavior as well as in academic achievement. Provide opportunities for making judgments and decisions. Establish good personal relationships whereby the child is assured of his own worthwhileness and feels free to confide his worries and desires. Help children understand that everyone has some fears and worries. Assist children in accepting some failure and disappointment.	Do I try to provide an opportunity for each child to contribute to an activity or to achieve success in some other way? Am I alert to the need for the quiet or reticent child to be made to feel important and wanted by the rest of the class? Do I emphasize competition among students to the detriment of the backward child? Do I make allowances for individual differences in using limited competition to stimulate interest? Do I encourage pupils to evaluate situations and to develop sound standards for judgment? What am I doing to bring about a better understanding of human nature so that the child will more fully realize that we are all subject to worries and fears? Am I helping to develop a better attitude toward fear of failure and its resulting disappointment?
Have experiences in setting up fair rules for group and individual action and behavior. Cooperate with the community agencies in providing for an environment conducive to developing desirable values and ideals in children. Provide group activities in which it will be possible for children to: 1. Feel the need for having rules. 2. Make their own rules. 3. Interpret and enforce them fairly. Set an example of fairness, honesty, courtesy, and sincere friendliness.	Do I encourage an appreciation of the work of the police, fire, health and other departments in making our community a better place in which to live? Do I encourage children to discuss the need for rules and the part that rules play in making more effective our everyday lives? What do I do to help children appreciate the need for the "golden rule" in our relationships with others, i.e., how do I show that courtesy, fairness and honesty can make life more pleasant for all of us? Do we discuss the value of

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
Although generally very honest, he may feel it necessary to exaggerate to make an impression, or to support a pal in a lie. Hero worship is general—usually movie stars or sports figures and often the teacher. He is becoming critical of his own artistic and creative products but is resentful of adult criticism. He sometimes sets standards for himself that are impossible for him to attain.	Learn what characteristics of people are worthy of admiration and emulation. Realize that perfection, in his eyes, may not be possible—that his abilities may improve.
E. *Independence*	
The great growth in independence is perhaps the outstanding characteristic in the 9–11 emotional and social growth. Having discovered himself, more of his interests and attitudes are self-motivated. He likes to make his own plans and he enjoys planning with groups his own age. He is not a fully independent individual, however, and regulates his behavior to conform with the standards of his peer group. He wants the assurance of security in his home, but wants to be treated like an adult. He is embarrassed by outward expressions of endearment. Some serious behavior patterns may develop where the family or adult pressures are too great. Boisterousness, boasting, and disdain of adults are symptoms of normalcy in this struggle for independence. Privacy is essential to this group. He wants a place for *his* things; he wants a place where he can be alone with his friends. He is eager and ready to be treated with the same consideration that grown-ups receive. He feels the need of earning and having money for his special wants; some may not spend it wisely.	Become more self-reliant in making decisions and more self-confident in taking part in group activities. Be realistic and critical about the correctness of his group's standards. Be ready to ask for help when really needed. Rely less on family for social expression and emotional support, but not to separate completely from family life. Refrain from using attention getting devices. Earn his privacy by assuming responsibility for keeping self clean and healthy and for maintaining own room and possessions. Respect the privacy needs of others. Appreciate and understand the necessity of working to earn money. Decide how money is best spent. Decide what kind of work is best suited to him and to decide the amount of compensation.

Provide an atmosphere in which the child will be willing to accept blame, to give credit to others, and to make positive suggestions.

Experience the satisfaction resulting from doing what is right.

Provide experiences for identifying and evaluating their ideas of right and wrong, justice and honesty.

Provide factual and imaginative reading materials, such as biography, hero stories, adventure tales, and books on science and travel.

Experience satisfaction in expressing himself creatively.

Recognize the individual creative abilities of children.

Avoid imposing adult standards in the evaluation of their creative expression.

honesty not only in our relationships with others, but in terms of our own selves as well?

Am I aware of the tremendous value that my position as a teacher gives me in influencing the children I work with? Do I do everything possible to avoid shattering their confidence in me?

Am I aware of the creative ability that each child may have? Do I try to encourage its use as much as possible?

Am I cognizant of the differences between adult standards and children's standards as I evaluate their work? Do I try to see things through their eyes?

Do I encourage improvement no matter how slight? Do I try to develop a sincere desire for improvement on the part of the student?

Learn to work and play independently.

Know each pupil's strengths and needs in self-reliance.

Give opportunities for each child to participate in defining the group's goals, in selecting appropriate activities and resources, and in evaluating the process and results of the group's work.

Provide opportunity for every child to experience leadership within his group.

Involve children in determining how to use the school time.

Foster pupil management of the classroom.

Give pupils responsibility for keeping schoolroom environment orderly.

Recognize that all children do not want to be independent at all times; to give these children a feeling of security until the desire for self-direction appears.

Provide a classroom atmosphere in which the child feels it is socially desirable to control attention-getting behavior.

Respect the child's desire and need for privacy.

Provide experences which will help the child to learn the value of earning money and spending it wisely.

Do I make available to the children sufficient supplementary and resource materials to appeal to varied interests and a wide enough span of ability?

Do I use my knowledge of the needs of each student in helping that student plan for his own self-improvement and development?

Do I permit enough latitude in pupil-teacher planning so that children are able to experience leadership in expressing ideas and planning?

Do I help pupils feel a responsibility for the condition of public property?

Do I help foster a respect among the children for the property of others?

Do I recognize attention-getting devices for the needs that prompt them?

What do I do to help parents understand the child's needs for status in his peer group? Do I use the parent-teacher conference to help bring about a better understanding between parents and children?

Do I help children try to learn the part that money plays in everyday life and the importance of its proper management?

F. *Responsibility and Sensitiveness*

The 9–11 year old is rapidly developing self-confidence as he recognizes his own individual worth. He enjoys doing tasks that will test his newly-found abilities to prove that he, too, can do things by himself. He can be trusted with the key to the house, with money to make purchases and with carrying important messages. Of special value to him are the tasks which will be of service to his group.

Personal neatness is not essential to the boy, unless his group has acquired this trait. The girl will usually be careful of appearance, but it is more to identify herself with the group than to fulfill an inner desire. Proper care of possessions and living quarters is of little concern, chiefly because these requirements are usually a family affair, outside the realm of this age group.

With this deepening of his insight and feeling and with the joy of finding himself to be an individual, a separate person, he is more aware of other individuals, especially his own age. He is learning to perceive his position in his group and is becoming increasingly sensitive to the attitudes and reactions of his fellows.

Toward the end of this period, girls become self-conscious of their sexual manifestations.

Perform tasks of an increasingly responsible nature.

Learn the value, in social relationships, of being on time, doing his job well and completing it and fulfilling a promise.

Accept the responsibility for keeping self clean, neat, and properly attired for the occasion.

Do his part in group activities concerned with keeping the classroom well-organized and attractive.

Learn to evaluate the consequences of his acts.

Know when to change plans to meet the wishes of others.

Learn to adjust to the attitudes and reactions of his peers.

Understand and accept outward changes in bodily growth as they reveal the difference in sex.

G. *Play*

There is a greater enthusiasm for team games, in which the team wins, not the individual. However, the child maintains his individual status as an important contributor, and rivalry between team members may still be strong. Bullying, boasting, belittling, and showing off may be expected, for some feel the need to assert their worth to the group.

An increase in the tempo and vigor of the games is preferred. Excitement and adventures, with noisy and rough behavior, are most satisfying to the physical vigor and restlessness of this age.

Clubs, cliques, and "gangs" are essential to this child. He needs the joy of belonging to a group. "Gangs" are usually short-lived, with most of the fun coming from organizing, and membership is seldom constant.

Enjoy being a member of a team, club, or gang.

Find ways of adjusting his ideas concerning team activities to the interests of his friends—in choosing the game, in deciding where to play, in taking turns, etc.

Prove his value to the team, club, or gang in socially acceptable ways.

Participate in organizing school and neighborhood teams.

Participate in vigorous play activities which will give needed exercise to the growing skeletal muscles.

Gain proficiency in needed physical skills and games through purposeful practice.

Choose friends for group, or gang, activities on the basis of similar interests and dependability.

Curriculum Implications for the School	*The Teacher's Column*
Provide many opportunities for the child to assume responsibility in performing special tasks. **Provide experiences which will foster, a feeling of responsibility to his group-experiments, team games, communication reports, organizations.** **Provide for flexibility in a child's day to permit him to accomplish given tasks.** **Foster group responsibility in keeping the classroom orderly and attractive by providing sufficient time and equipment and ample space for hanging wraps neatly and for storing extra personal equipment, enough time to attend to personal cleanliness, and an opportunity to keep desks in order.** **Help the child feel responsible for unsocial actions.** **Utilize every child's interests to foster group sensitivity to individual differences in concerns, needs, and experiences.** **Give information to children about physiological changes that are to be expected.**	**Do I make it possible for the child to feel responsible for small tasks entrusted to him?** **Does the classroom situation provide the proper facilities for the practice of neatness with respect to wardrobe and books, cleanliness of hands and face and general personal appearance?** **Do I encourage a feeling of personal interest on the parts of the students in the appearance of the classroom? Do I provide opportunities for them to help in planning its decoration and arrangement?** **Do I help children understand the value of desirable social action and its importance in other people's opinions of a person?** **Do I help children understand that certain physical changes are natural and to learn to accept them? Do we discuss these changes from a standpoint of proper attitude?**
Study playground activities of children in order to discover personal tensions and social problems. **Encourage good sportmanship through providing many group games and by setting a good example.** **Provide many opportunities for organizing and participating in group activities.** **Help develop a feeling of adequacy, a sense of belonging in group activities, and growth in physical skills.** **Provide for a balanced physical education program.** **Provide games and physical activities which require an increasing amount of skill, muscular control, and more highly organized teamwork.** **Promote an understanding of the value of friendships.**	**Do I observe free and organized play in athletics both indoor and outdoor so that I am more fully aware of the social relationships of the children with each other?** **Do I attempt to show the importance of playing the game and enjoying it as contrasted to the idea of winning at any cost? Do I emphasize proper courtesy in play as well as in any other activity?** **Do I provide opportunities for children to help plan activities and to organize and direct these as well?** **Do I try to provide a balanced program of play, one that will make for growth in physical skills? Is attention given to the variety of activities so that as many students as possible will be given an opportunity to excel?**

Developmental Characteristics and Behavior

Passwords, codes, hide-outs, and other secret ideas play a big part. A sense of solidarity, a "we" feeling, in short-cooperation, develop as common interests are realized and common activities carried out. Gang participation promotes learning self control and how to get along with others with sympathy, tolerance, and understanding. Too much gang activity may hamper the development of creative and academic interests, resulting in his remaining in the "gang" stage for much of the rest of his life.

There is a tendency for boys to play with boys and girls with girls, but it is not unusual for boys and girls to play together in group activities. Environmental factors may condition the behavioral patterns of boys and girls at this age. The boys express their feelings for future masculine roles by participation in active sports, feats of daring, rough-housing, and construction activities. Activities of girls related to their future roles in the home occupy some of their free time. It is not until the latter part of this age period that girls begin to assume a more definite feminine role.

The span of attention of the 9–11 year old is almost endless. He can do over and over, with no decrease in enjoyment, many seemingly monotonous activities.

At home, alone, he is completely absorbed in the radio or television, in making scrap books, in reading, in constructing, etc. He can usually plan his solitary activities fairly well, demanding little help.

Developmental Tasks for the Child

Help in initiating and carrying out activities of hobby clubs and special interest groups.

Evaluate leadership on the basis of abilities and qualities unique to the group's purposes.

Realize that too much gang activity may detract from his individual growth in academic and creative areas.

Participate in increasingly more feminine (or masculine) activities.

Learn to balance physically active play with quiet activities and rest.

Know when adventure may lead into real danger.

Decide how to budget time for play itself.

Be able to plan and to enjoy play activities by himself.

Share his books, toys, games, and play areas with others.

Curriculum Implications for the School

Promote and foster group activities, such as hobby and chess clubs, and such organizations as Cubs, Scouts, Junior Red Cross, etc.

Provide opportunities for each child to become a potential leader.

Select group games that will encourage enjoyable and natural participation of both sexes.

Help the child plan for use of leisure time in varied activities.

Provide cooperative living experiences in which the child learns to share and lend.

Build up interests in creative expression and academic achievement that will offset the gang interests.

The Teacher's Column

Am I aware of the lack of desirability of "cliques" which may show up in free play? Do I try to eliminate the formation of such exclusive groups? Do I try to develop a desire to have as many children as possible participating in free play activities in accordance with democratic principles?

Am I aware of the need for a program that provides wholesome participation for both boys and girls?

Am I aware of the importance of having a program of free play and athletics that will result in progressively greater physical skill and coordination?

Do I try to maintain a balance between strenuous, active play and quiet game and hobby activities?

Am I aware of the need for each child to have an opportunity for leadership in the activity in which he is most proficient?

Do I try to help the child plan for better use of leisure time through group discussions and individual conferences?

Developmental Characteristics and Behavior

H. *Courtesy*

At this age he feels a greater need for social approval because his social world is widening. In his attempts to gain social approval his behavior tends to conform to the standards set up by the group he considers most important at that time. He may or may not show courteous behavior depending upon the demands of his social environment-family training, gang standards, conduct of adults with whom he comes in contact, etc.

Using the "niceties" of social relations is of little importance in gang activities. They are less interested in a person's manners than in what he can do. Much quarreling and disagreement among members is normal, and seldom terminates friendships or group activities.

He is more likely to practice social amenities with adults, especially if their personalities induce such expression, and if home environment fosters courteous behavior. He can be thoughtful and considerate, but will show complete disregard for adults if too absorbed in his own interests.

Developmental Tasks for the Child

Determine appropriate ways of showing courtesy:

1. How to greet friends, parents, teachers and other adults.
2. How to introduce friends at home and at school.
3. How to respond when introduced to children or adults.
4. How to act on excursions, field trips, etc.
5. How to express gratitude for favors, gifts, etc.
6. How to show respect for older people.

Learn the value of practicing socially acceptable manners.

Know what to do when teased, scolded or criticized.

Learn how to act as a host and as a guest.

Participate in determining appropriate table manners for the school lunch room.

Use good table manners at home, in homes of friends, and in public eating places.

Learn to wait his turn in games and to refrain from interrupting conversations.

Curriculum Implications for the School

Have the teachers and other members of the staff set good examples of courtesy.

Create a classroom situation in which the expression of courtesy is normal and sincere.

Provide opportunities to work in groups so that the child will have some chance to practice social amenities.

The Teacher's Column

Do my colleagues and I try to conduct ourselves in a manner commensurate with the ideals we seek to establish in our classrooms?

Do I try to help the students understand the need for courtesy in our daily lives and the part that courtesy can play in making living more pleasant?

Do I try to provide committee and group experiences where concepts of courtesy and social living will be brought into play naturally?

MENTAL GROWTH CHARACTERISTICS OF THE INTERMEDIATE GRADE CHILD

Ages 9–10–11

Developmental Characteristics and Behavior

III. INTELLECTUAL DEVELOPMENT AND CULTURAL INTERESTS

General Statement

As the child matures physically, increasing in body size and developing more and more motor skills, there is a concurrent growth in mental skills. The child of this age begins to interact with a much wider and larger environment. This increase in his experiences brings about greater knowledge and understanding of his and the adult world. He is better able to cope with abstract ideas, to generalize, and to discover relationships in his experiences.

Since children mature at different rates, the wide range of mental abilities becomes more evident in this age group than in early childhood. The achieving of academic standards that have been preconceived by adults becomes increasingly more impossible for many. Emotional conflicts and damage may result as more "pressure" is applied by those who fail to understand the unique character of the child's developmental pattern. Pressures or penalties are not effective in changing growth patterns.

A. *Reasoning and Thinking*

There is a steadily growing capacity to think, to reason.

A marked growth in intellectual maturity is evidenced in judgment, in ability to comprehend, to make generalizations, and to do reflective thinking.

At this level children show increased ability to make comparisons, to recognize likenesses and differences, and to distinguish between fact and fancy.

They seek reasonable answers and base most of their reasoning on direct observation.

Trial and error become less important as the 9–11 year old uses a planned attack on a problem.

They can meet failure and disappointment, accept criticism, and profit by the experience. They are learning to accept difficulties and to face realities, as well as to admit their own strengths and weaknesses.

Developmental Tasks for the Child

Learn to make decisions and face the consequences of them.

Accept constructive criticism and profit by it,

Accept differences in their ability to think.

Decide whether generalizations are based on sufficient and accurate evidence.

Curriculum Implications for the School	*The Teacher's Column*
Provide opportunities for children to make choices and to complete the tasks involved in their choices.	**Do I use pupil-teacher planning technique in the teaching-learning situation?**
Provide opportunities for each child to develop his reasoning and thinking commensurate with his mental ability.	**Are problem-solving situations provided in the child's daily experiences?**
Encourage children to compare and generalize after using many sources of information.	**Do I use pupil-teacher planning techniques in the teacher-learning situations?**
Evaluate growth in critical thinking on the part of the individual rather than on subject matter mastery.	**Are problem-solving situations provided in the child's daily experiences?**

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
B. *Memory*	
Immediate recall is sometimes difficult for the 9–11 year old. He seems to be able to remember it better if he writes it down first. However, by the time he is 12 years old, his memory compares favorably with that of adults. Materials which is vivid or which has rhythm is likely to be recalled more easily. That which the child understands is remembered with less effort and less emotional strain. Because of the ease with which the 9–11 year old memorizes, there is danger of too much rote memory. These children often memorize material because it is "the easiest way out."	Learn to know when, what, and how to remember. Accept the fact that he cannot remember everything. Train his memory as one tool to aid in learning.
C. *Interest*	
Interests at this age level are expanding and growing. Sometimes interest is so high that boys and girls go beyond their own abilities and they plan more than they are capable of carrying out or completing. They lose interest if discouraged or made to feel pressure. Interests are not static. They are changed, stimulated, or intensified by home, school, community and world events. Growing interests take them beyond their immediate environment. Worthwhile interests can be developed from curiosity that is strong at this age level—"What makes the wheels go around", "What makes it tick?" Boys like to take things apart but are not always able to put them together again. Interest in collecting is at its height in the 9, 10 year old. The 11 year old becomes more selective. There is great interest in heroes and hero stories. Unusual facts are of greater interest than ideas.	Develop many interests. Become selective in choosing and following interests. Learn to follow an interest to a point where it brings personal satisfaction.

Curriculum Implications for the School	*The Teacher's Column*
Plan meaningful learning experiences so that there is understanding before remembering. Utilize memory in developing skill in spelling, arithmetic, vocabulary only after meaning has been established. Provide a variety of ways in training the child's memory. Maintain a good mental health atmosphere in which each child feels confident and suffers no emotional strain if he cannot remember. Provide opportunities to hear poetry to stimulate memory.	Is the meaning theory employed in the teaching of Arithmetic? Is spelling an integral part of the instructional program? Do I strive to maintain a pleasant classroom temperament?
Provide experiences for developing varied and *worthwhile* interests. Make use of the innate curiosity as a stepping stone for developing interest of a more permanent nature. Take the interest where it is (no matter how undesirable it may seem) and to guide its development into more constructive channels commensurate with the maturity level of the child. Take the child beyond his immediate environment through Field trips Films Books Experiments Creative activities Collections Help children see the relationship of personal interests to their use of leisure time through discussions such as—what are leisure time activities, balance of activities, factors involved in choices, etc.	Am I assisting parents in becoming aware of child interests at this age level? Developmental pattern? Are activities provided of a varying nature to meet the individual needs?

Developmental Characteristics and Behavior

D. *Creative Ability and Appreciations*

Individual differences in creative ability become more pronounced. Exceptional talent, if given opportunity and training, develops rapidly. The discovery and cultivation of average capacities is made possible because of an increased ability to deal with the various media of self-expression.

Aesthetic expression for one child may be through music, for a second through painting, for a third through dramatics, etc. Too, one might find satisfaction in listening to music, while another finds it in playing an instrument, or in singing; one might read, while another writes stories or poetry; one

Developmental Tasks for the Child

Discover which forms of expression are most satisfying to him.

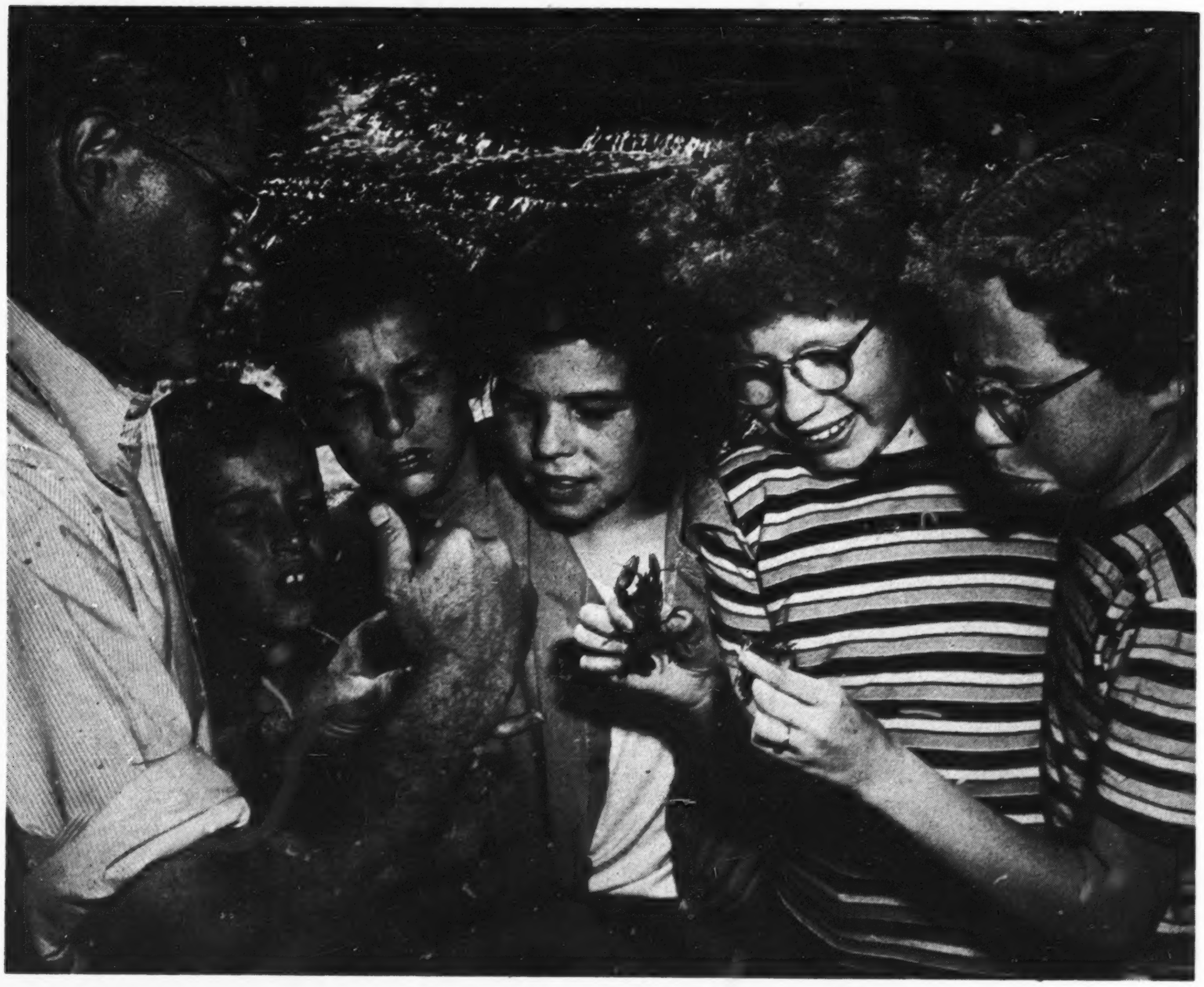
Appreciate the abilities of others to create.

Discover which art media are most appropriate for various kinds of expression.

Develop skill in handling art materials and tools.

Develop skill in using the voice for singing and in playing a musical instrument.

Develop free-flowing rhythmic responses to music through active participation in folk



Milwaukee Public Schools

Curiosity Prompts Close Scrutiny of Nature's Secrets

Curriculum Implications for the School	*The Teacher's Column*
Provide a classroom and school rich in provision for varied expression and diversified experiences in (1) dramatization, (2) music and rhythms, (3) oral and written language, (4) drawing, painting, designing, modeling, (5) construction with wood, paper, etc. Provide experiences which will stimulate the creativeness in every child, realizing that all persons do possess creative ability but to different degrees. Provide opportunity for development of exceptional talent. Provide an air of group appreciation and enjoyment of the creativeness of its members.	Am I providing adequately for the development of the creative abilities and appreciation of all the children in my classroom? Have I identified the children who have special creative ability and talent? Have I made use of available resources to help these children?

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
might enjoy looking at paintings, while another sketches or paints, etc. More effective use of arts and crafts materials is possible because of increased motor co-ordinations and deeper insights: more details, finer shadings, better proportions, etc. Musical instruments can be learned more effectively now because of maturation of necessary eye-hand and ear-hand co-ordinations. More complicated rhythm work and dancing is made possible by rapid increase in bodily control during this period. While boys may limit their enjoyment to folk dancing, girls are usually able to participate freely in individual rhythmic expression. The small child's dramatic play becomes dramatization for the 9–11 year old, who now has interest and ability to work out all the phases of a drama no matter how crude or simple the results may seem to an adult. Much creative ability may seem to disappear. A 9–11 year old may become self-conscious, self-critical and inhibited, chiefly because his widening world causes him to have high standards even though his own techniques may be inadequate.	dancing and other rhythmic activities suitable to the age group. Learn to work with others in planning a dramatization. Use voice, facial expression, and body posture and movements to interpret a character in a drama. Learn the need for help and advice from others in learning aesthetic skills. Learn to enjoy and to take pride in originality. Adjust standards to the stage of skill attained. Decide how much practice is necessary to develop skills in aesthetic expression, and yet take away no time from other activities necessary for growing boys and girls.
E. *Time, Space, and Number*	
At this age children are becoming aware of time and space. They are interested in the past. This makes it easier for them to become interested in the beginning of our number system and to understand the principles of arithmetic. There is an interest in distance, too. They like to take trips and think about distant places. They become fascinated by road maps and maps of the world. At this age, curiosity is a common characteristic. They enjoy playing with puzzles of all kinds. They are at the collecting stage. It can be rocks, stamps, bottles, cards or pictures. There is an increasing ability to see similarities and differences and casual relationships.	Begin to appreciate the effect of the development of the number system upon human progress. Learn and understand the use of our money system, measure system, time system. Study and be able to understand maps, charts, graphs. Learn and understand *how* and *when* to use the fundamental processes involving numbers and quantities. Develop habits of reading critically, of reasoning and of thinking in solving problems.

Curriculum Implications for the School	*The Teacher's Column*
Encourage interest in individual achievement. Provide materials, tools, and work space for creative expression in arts and crafts. Give each child an opportunity to learn to play a musical instrument and to provide specialized instruction in developing the necessary skills. Provide for organized outdoor or gymnasium play in which children, through folk dances, games, music, pantomine, or dramatic games can make spirited and rhythmical use of their large muscles. Provide opportunity to write about their significant experiences and their inner feelings, and to share them with others. Provide periods in which boys and girls can have an opportunity to release any pent-up feelings: free dramatization, to be someone different for a while; free drawing or painting, —what they want to do, in their own way. Provide opportunity for children to come in contact with the best in art, music, and literature. Give constructive and inspiring guidance.	
Take inventory of each child's arithmetic background and help him proceed from that point. Provide an instructional program that is geared to meet the needs of each child. Children must be on familiar terms with preliminary concepts before later ones are taught them. Each new idea must be presented as clear and orderly extension of something he already knows. Furnish up-to-date instructional materials. Provide manipulative and visual aids that will stimulate study and help understanding of principles of arithmetic taught. Provide purposeful experiences and real-life activities in which the child can improve ability in solving problems.	Do I take an inventory of each child's arithmetic needs: a. Observation of child b. Previous records c. Tests Does the classroom environment stimulate the learning of arithmetic skills? Do I provide an arithmetic center? (table, shelf, bulletin board) Do I help each child discover for himself the principles he needs to learn? Do I help each one to succeed in order to build within him confidence and resourcefulness so he later can meet and deal with problems in other fields? Do I provide learning experiences in arithmetic related to everyday activities?

Developmental Characteristics and Behavior

They have longer periods of sustained effort and one finds there is an increase in self-direction.

There is an increasing awareness of number values and relationships—an amount of money and what it will buy; keeping scores; time it would take to travel a certain distance, and the processes involved in computing a problem.

Developmental Tasks for the Child

Do I help children learn skills related to accuracy such as how to estimate, check and to read problems?

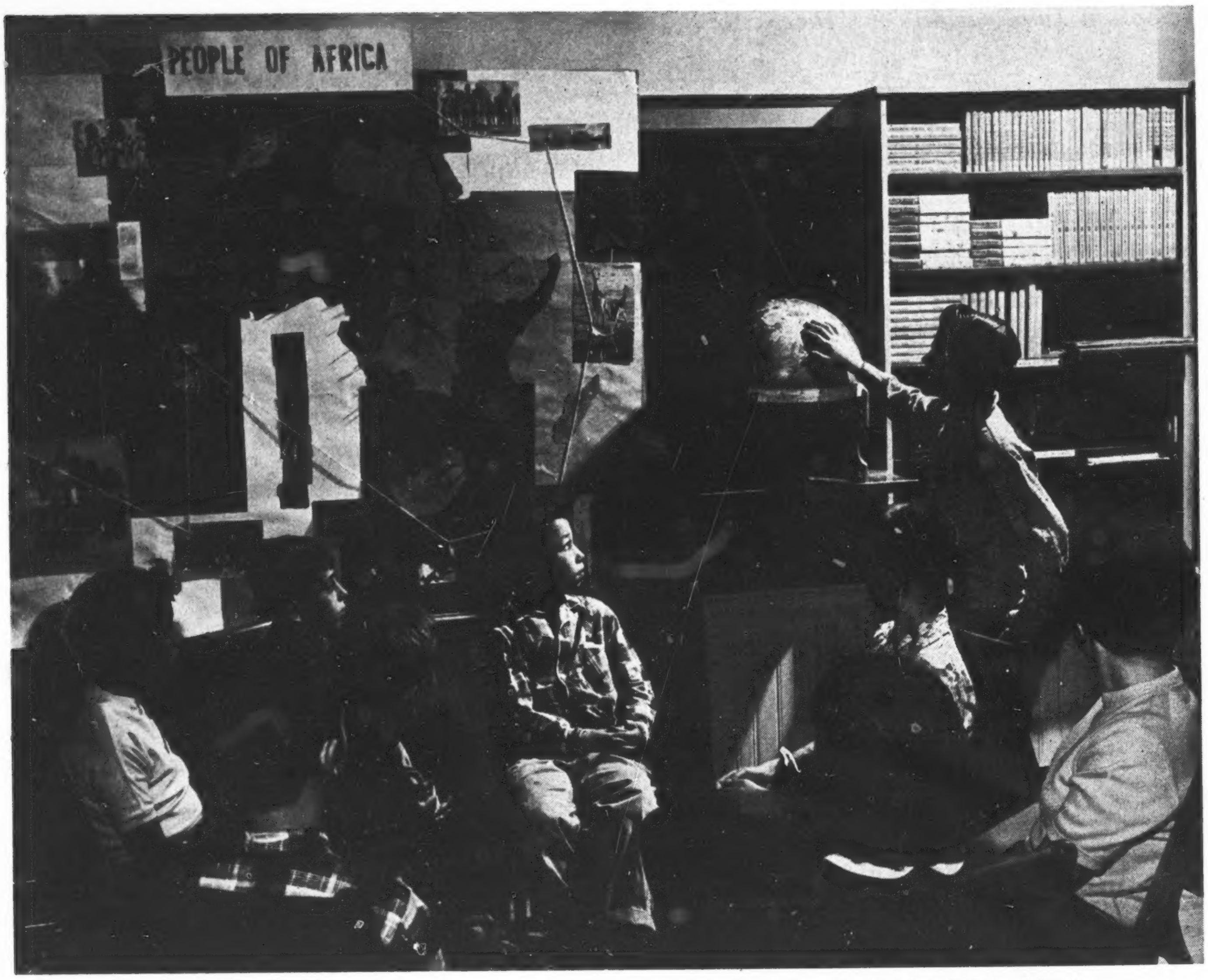
Do I give children an opportunity to evaluate their own progress in arithmetic?

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
Communication Arts	
1. *Reading*	
Strong likes and dislikes for reading begin at this age level. Range of performance varies widely. Some children comprehend at adult levels, while in other children the reading disabilities become more pronounced as they attack material in the content subjects. Habit of leisure reading is being developed. Preference shown for fiction, adventures, explorations, myths, hero stories, biographies and comics. Boys and girls desire to read in certain areas. Science, sports, and mechanics have a great appeal to the boys. Girls are more interested in dog, horse, and family stories. Reading vocabulary shows marked increase but is more limited than speaking vocabulary. Increasing interest in world affairs. Shows a desire to interpret pictures, maps and graphs.	Develop wider reading interests. Select books that have an interest appeal. Learn to select books that will be comfortable reading. Learn that material in the content subjects needs to be read at a different rate than story books. Have books to read during leisure at home and at school. Read magazines and books that have as much appeal as comics. Use various tools in locating material in reading activities. This is a test which proves that he can use newly found abilities. Strive to increase vocabulary through context and use of dictionary. Study maps and use the legend as a means of interpreting them. Study graphs (line, bar and circle) and learn that they tell facts in a condensed form.
2. *Writing*	
A wide difference is seen at this level in writing. Some children having a flare for writing will spend leisure time in creative writing, while others will find it difficult to express themselves. The increasing consciousness of the mechanics of writing tends to make some written expression to become stilted. The ten and eleven year old children are beginning to recognize the help gained by taking notes and making simple outlines to be used in future written work or oral discussion. A wide range in spelling ability. Some spell at adult levels while other children are confused when writing simple words. The ten and eleven year old child finds many needs for writing to express himself. The nine and ten year olds are conscious of letter formation due to the recent transition from manuscript to cursive writing. The eleven year old is usually in a hurry or more concerned about content and neglects letter formation.	Improve style of writing. Express self fluently. Proofread to check on language skills. Take simple notes or outlines. Become more conscious of orderly arrangement. Become more spelling conscious. Know that functional spelling is the test of good spelling. To use the dictionary as an aid in spelling. Write friendly letters, thank you notes, and newspaper articles correctly. Form letters carefully.

Curriculum Implications for the School	*The Teacher's Column*
Utilize all interests and hobbies as a means of encouraging children to read. To stimulate interest in reading through discussion.	Do children have an opportunity to locate further materials? Are reading materials of varied levels and interests available?
Use all available methods and materials to diagnose reading disabilities. After diagnosis has been made, select appropriate material for individual needs. To provide material at all levels in the content subjects.	Does the school have a planned standardized testing program?
Provide an opportunity for pupils to choose worthwhile books from the classroom library or the school library. To provide free reading periods in which some guidance is given.	
Help boys and girls to become skillful in using such tools as the card catalogue, table of contents and index.	
Give practice in the use of the dictionary. Encourage children to get meaning through context.	
Increase ability to attack new words by such techniques as: a. Phonetic analysis b. Structural analysis c. Context clues, etc.	
Provide opportunities for the study of maps and graphs. Provide opportunities to read silently and follow definite directions in class activities.	Do I stimulate children in making various kinds of maps?
Provide many opportunities for pupils to do creative writing for clubs, newspapers, and to read to younger children.	Do I provide a rich environment that stimulates children in a desire to write?
Provide opportunities for self-expression. Provide functional practice in the skill to be mastered. Provide opportunity for children to give information in brief, concise, and accurate statements.	
Teach simple methods of outlining and note taking. Provide an opportunity to speak and write with the help of the outline.	Do I attempt to correlate the skill of outlining with a unit of study?
Teach spelling. Children need to be taught the fundamentals of spelling. Encourage children to recognize the base word while learning to spell derivatives.	Do I stimulate this activity occasioned through spelling games, etc.?
Give the ten and eleven year old an opportunity to see his written work displayed and to read it in the school paper.	Do I give children an opportunity to plan and prepare a bulletin board display?
Provide many opportunities to write. Give pupils adequate time to complete written assignments.	
Provide opportunities to write just for the sake of expressing ideas or feelings without thought of finished product.	Is my program flexible enough to allow children to complete a project if necessary?

Developmental Characteristics and Behavior	*Developmental Tasks for the Child*
3. *Speaking*	
Children in this age group are becoming more self-conscious about expressing themselves before large groups, but they speak with ease to a small group of peers. Children having confidence and poise often monopolize discussion periods, thereby making self-conscious children more quiet and retiring. There is a growing awareness and desire to discuss current happenings. The speaking vocabulary is developing more slowly as boys and girls become more conscious of the correct usage and pronounciation of words. Children, especially boys, use much slang and often profanity to express themselves. Girls are becoming more conscious and concerned about courtesy and etiquette of speech.	Develop self-confidence and poise in speaking to a large group. Learn to share and to participate in class discussion and social conversation. Learn to be able to back up statements rather than to speak glibly. Develop a larger speaking vocabulary. Learn to speak and to act in a socially acceptable manner.
4. *Listening*	
Attention span in listening is increasing because of gradual physical and mental maturation, yet it is not consistent. Frequently overt behavior accompanies listening at this age level—twisting a lock of hair, playing with pencil, fumbling in pocket, etc. On the other hand, the outward mien sometimes gives the impression of attention when it is not there. He is developing the "ability" to affect this mannerism. He prefers to listen to his peers. He usually listens responsively only to short oral directions.	Become a responsive listener. Listen quietly and thoughtfully. Have respect for the speaker. Listen critically.

Curriculum Implications for the School	*The Teacher's Column*
Provide a rich environment and warm atmosphere which generates or stimulates speech activities—conversation, discussion, etc.	Do I make use of various visual materials which might stimulate speech activities.
Provide opportunities for committees and small group participation as a readiness for larger group activities.	Are opportunities provided in art, physical education, and music too?
Provide opportunities for children to enrich their speaking vocabulary by the use of the dictionary, reading good literature, and listening to good speech patterns.	Are the reading materials a challenge to the boys and girls?
Provide opportunities for speech experiences in real social situations (class parties, introductions, telephone, etc.).	Do I give children the opportunity to plan in both small groups and large groups?
Encourage children to speak accurately and to keep to the topic—especially the confident child.	Does the unit of study include a variety of developmental activities?
Provide many opportunities to discuss current happenings (local, state, national, international).	Do children have opportunities to bring news articles to the group?
Encourage children to use simple notes as an aid in discussions.	Have I discussed with children how to take simple notes?
Provide speaking experiences that will involve activity (demonstrations, use of manipulative materials, dioramatics).	Do I give children an opportunity to participate in various types of activities throughout the year?
Provide many opportunities for listening to classmates' stories, discussion, reports, etc.	Is there a permissive atmosphere?
Plan a step-by-step program in helping children to listen to oral directions and to provide clear short directions in all activities.	Do I provide opportunities for oral expressions?
Provide enjoyable listening experiences (radio programs, music, news, speakers, oral reading by teacher).	Do I make use of FM radio programs?
Provide opportunities to plan listening experiences—music or talent.	Does the school provide a recorder for various activities?



Milwaukee Public Schools

Frontiers of Knowledge Change Rapidly for Today's Children

Chapter IV

This Is Their World

With the middle grade child's world expanding at a more rapid and often more confusing rate than our own, it is becoming increasingly necessary that the classroom teacher consider the impact of the child's culture on him in making decisions about what to teach and how to teach it.

Man's ability to leave this planet in exploratory adventure is taken for granted by children while their parents find this ability more difficult to accept. At the same time, children are faced with confusing and contradictory characteristics of their culture.

These characteristics, outlined on the following pages under social functions in the child's culture, affect him, his parents, his teachers, and his world. The success of working with children will be enhanced by the teacher's recognition of these characteristics in curriculum decision making.

In organizing the charts on the following pages, the social functions of a culture and the characteristics of those functions have served as a starting point in identifying the needs of children which have a cultural basis. These functions include fostering better health, making a living, rearing and educating children, conserving human and natural resources, using free time, satisfying aesthetic and spiritual needs, and securing a more democratic society. They are common to children and adults at different levels of concern.

With the identification of the child's cultural needs, the teacher faces the task of meeting these needs. Examples are given in the column "What the School Can Do." The examples do not exhaust the topic but merely illustrate what can be done. The teacher in using the bulletin must study the children in his classroom and the needs which arise in *their* particular culture. The aspects of the culture outlined in this chapter are common to people in our country, but each group of people in society and each family differ in some ways in their reaction to the culture.

In recognizing these differences and planning for them in the curriculum, the teacher can use the statements on the following pages. These statements are intended not as definitive nor as all inclusive, but merely as guideposts and reminders for teachers working with children.

I. THE TASK WE FACE: FOSTERING BETTER HEALTH	*The Child Needs:*	*The School Can:*
A. The nation's health is steadily improving as a result of vast achievements in medical research, increasing availability of medical care, enforcement of legislative health controls, improvement in nutrition, dissemination of health knowledge, and increase in our standard of living.	To continue to receive the benefits of medical advancement when it is essential to his well-being, e.g., immunization against poliomyelitis with the Salk and oral vaccine. To continue to receive competent medical care, including dental care, when he needs it. To continue to learn to respect for governmental controls, e.g., quarantine, which are imposed to protect our health. To continue to learn the elements of proper nutrition and to apply this knowledge in the selection of his food. To continue to learn how diseases can be prevented from spreading through immunization, quarantine, and the practice of personal health habits. To continue to participate in preventive health measures, e.g., practicing personal health habits, cooperating in school immunization programs, and seeking necessary medical care.	Continue to help in identification and referral to proper authorities those children in need of medical care, including dental care. Continue to teach respect for governmental health regulations. Continue to teach how we influence each other's health and how each person is responsible to protect his own and other's health through immunication, observing quarantine, and practicing personal health habits. Continue to strive toward a school environment conducive to good health: periodic health check-ups, provision for proper rest and diet, proper conditions for emotional stability, etc. Continue to seek the cooperation of the home in working toward better health for individual boys and girls. Continue to instruct children in the wise selection of foods and good eating habits. Continue when necessary to provide for adequate school lunches at minimum cost.
B. Although the nation's health has greatly improved, health problems continue to be a major concern.		
1. Psychological stresses are contributing to poor mental health.	To have his psychological needs for affection, achievement, recognition, and belongingness met. To receive the information he needs to relieve his concern about the meaning of the physiological changes of preadolescence. To learn to accept some failure without loss of self-respect. To have an acceptant attitude toward every individual regardless of how this individual differs from others.	Foster feeling of security by giving children affection, developing their competencies, accepting them as they are, and by helping them to gain acceptance in the peer group. Foster among the pupils an attitude of acceptance toward one another. Provide an emotional climate for learning which is free of unnecessary tensions, e.g., unequal competition with others. Set educational goals for each pupil at a level where successful achievement is possible.

I. TASK: FOSTERING BETTER HEALTH (Continued)	*The Child Needs:*	*The School Can:*
B. 1. (Continued)	To get adequate rest and sleep. To have a balance of work and play experiences with opportunities for creative self-expression. To face frustration realistically and when necessary, accept and adapt to change. To learn to live within the limitations imposed by one's physical handicap or by the environment. To understand that people look and act differently for different reasons.	Develop a sound program of physical hygiene and sex education and mental health education appropriate to the maturity levels found in the intermediate grades. Give rich opportunity for engaging in evaluation: for analyzing what has been done well, what has been done inadequately, and how weak spots can be strengthened. Work with the family in behalf of a child for whom goals are being set too high, for whom unwise motivating devices are fostering false values or unwholesome behavior, or for whom other situations in the family are causing emotional difficulties. Provide many learning experiences to foster understanding and sensitive regard for other people and for gaining insight into their aspirations, failures, successes, and social influence.
2. Malnutrition can be found at all socio-economic levels.	To receive at regular intervals a sufficient amount of nutritious food. To learn the elements of proper nutrition and to apply this knowledge in the selection of his food. To develop a willingness to choose foods which satisfy basic nutritional needs.	Help identify and refer to proper authorities those children who are inadequately fed. Provide instruction in the elements of proper nutrition and in their application in the selection of food.
3. Specific cures are still being sought for many diseases.	To desire to see diseases cured. To know those diseases for which medical science as yet has developed no preventive measures and guard against contact with them.	Make provision for learning experiences to promote an understanding of and active participation in programs of preventive medicine. Make available to the pupil the most recently established scientific findings concerning measures for the prevention and control of disease.
4. Not all American youth are physically fit.	To engage actively in those physical activities which promote physical fitness.	Include regularly and frequently in the curriculum those physical activities which contribute to physical fitness among all pupils. Create pupil interest in developing physical fitness.

I. TASK: FOSTERING BETTER HEALTH (Continued)	*The Child Needs:*	*The School Can:*
B. (Continued)		Teach the necessity of regular dental examinations.
5. Adequate dental care is often lacking.	To know measures for preventing serious dental problems. To have serious dental problems corrected.	Teach pupils how to care for their teeth and to desire to practice good dental measures. Help identify and refer to proper authorities those children seriously in need of dental care.
6. Many children have undiscovered or untreated physical defects.	To receive necessary corrective care and adjustments in school if he is handicapped by physical defects. To find wholesome compensation for physical defects which cannot be corrected. To gain proper perspective on his strengths and weaknesses so that undue concern will not be given to a minor defect.	Help identify and refer to proper authorities those children with physical defects who would benefit from medical treatment. Provide compensatory activities for handicapped pupils for whom success in normal activities is an impossibility. Secure assistance of health specialists to provide adequately for handicapped individuals. Make necessary adjustments in school program for comfort and security of handicapped child. When necessary, counsel handicapped person relative to gaining a proper perspective of his strengths and weaknesses and cooperating in programs of correction. Provide for parent-teacher conferences where remediation can be facilitated through cooperative effort.
7. Injuries and deaths due to traffic and home accidents are increasing.	To abide by safety rules at school, at home, and on streets and highways. To learn what to do in case of an accident. To take some personal responsibility for the safety of others by practicing courtesy, acting as police cadets, etc.	Teach traffic regulations for the pedestrian and bicyclist. Teach respect for traffic regulations. Guide pupils in working out safety codes for themselves and their families and periodically evaluate their success in abiding by the codes. Provide opportunity for learning and practicing first aid measures appropriate to this maturity level. Teach what to do in case of an accident.

I. TASK: FOSTERING BETTER HEALTH (Continued)	*The Child Needs:*	*The School Can:*
B. 7. (Continued)		Help pupils to understand the relationship between courtesy and safety. Help pupils understand the necessity for compliance with safety regulations at school, at home, and on streets and highways. Foster a willingness to abide by these regulations.
8. Technological advances create conditions which contribute to health problems. These conditions include the smoke menace in large cities, the potential dangers of nuclear radiation, and poor living conditions which may accompany industrialization and urbanization.	To desire to see health problems solved.	Acquaint students with the major health hazards of the community. Foster a concern for current health problems and a desire to see health problems alleviated.
9. The general population is gradually moving toward a scientific viewpoint regarding health, but ignorance, superstition, and misinformation about the human body and health problems remain widespread.	To understand the human body and its requirements sufficiently to judge critically the value of current food fads and advertised goods. To be aware that the field of health is a fruitful area of profiteering for unscrupulous charlatans who make a living on the ignorance or desperation of people in poor health. To understand advertising techniques with a view to becoming reasonably skeptical of high pressure methods.	Teach children to judge the worth of patent medicines, current food fads, and highly advertised foodstuffs according to whether they satisfy bodily requirements. Create in pupils a critical attitude toward advertising.
	To desire to know the truth regarding health problems to the extent that he seeks answers based upon scientific evidence. To know the truth regarding health problems at his level of understanding.	Teach a scientific viewpoint regarding health problems. Provide sound health instruction.

II. THE TASK WE FACE: MAKING A LIVING	*The Child Needs:*	*The School Can:*
A. The increasingly rapid rate of change, brought about by inventions and expanding specialization in industry and agriculture influences the ways in which we make a living.		
1. There is an ever increasing range of occupational choice.	To learn how to make wise decisions.	Use the problem solving approach in which boys and girls are involved directly in decision making whenever possible.
2. Rapid change brought about by new inventions makes it difficult to predict the labor market.	To have a variety of experiences that may have ultimate occupational significance.	Encourage children to participate in a variety of hobbies and curricular activities that will develop new interests and broaden existing ones. Acquaint children with the variety of occupational pursuits. Help children to become acquainted with and receive benefit from community resources such as scouts, church, Y.M.C.A., etc.
3. Occupational instability is accompanied by: a. frequent periods of unemployment. b. frequent movement from one labor market to another, c. uneasy labor-management relations, d. changes in occupational distribution, e. inequality of wages.	To find security and acceptance he may lack at home. To learn to accept change as normal. To learn to adapt to change when wise, to resist change when appropriate, or urge change when necessary. To learn to make friends easily. To accept and respect others. To cooperate well with others.	Give the children security and stability in the classroom by (a) fairness (b) careful planning, and (c) giving many opportunities for each child to gain success and recognition. Give children an opportunity to participate in group activities with others of varied backgrounds and capabilities.
4. The standard of living is rising and the demand for consumer goods is increasing.	To learn to be discriminating in what he thinks he needs.	Give the children a chance to make judgments by giving them the opportunity to plan projects, carry them out, and evaluate the results.
5. Labor markets are often influenced by producers' interpretation of consumer needs, such as needs for beverages, need for a "second" family car.	To learn to examine all forms of advertising critically.	Teach the children to analyze the advertisements of products.

II. TASK: MAKING A LIVING (Continued)	*The Child Needs:*	*The School Can:*
B. The imperfect quality of human relations contributes to instability in the field of occupations		
1. Discriminatory practices against minority groups prevents us from utilizing the resources of these groups to the maximum. 2. The greatest cause of loss of jobs is the inability of workers to get along with one another. 3. Labor-management relations, although improving, are sometimes strained. 4. The tense international situation contributes to instability in the field of occupations.	To learn to live and work amiably with others. To appreciate each other's individuality. To judge situations objectively. To evaluate each other's contributions objectively. To learn scientific problem solving. To become acquainted with the problems and responsibilities of both leaders and co-workers. To learn to make friends and how to be one. To accept and respect others. To cooperate well with others.	Provide many opportunities for pupils at all socio-economic levels to gain recognition from their peers. Help children discover that contributions to society have been made by people of all racial, economic, and nationality groups. Give pupils opportunities in evaluating. Give children an opportunity to use their special abilities in individual or cooperative endeavors.
III. THE TASK WE FACE: REARING AND EDUCATING CHILDREN		
A. America traditionally recognizes the family as the most important social unit, that is, the environment that most influences personality growth, development of values, and the transmission of the cultural heritage.	To feel loyalty to and pride in his family. To feel secure in his family's love, respect, and care for him.	Include children at their levels of readiness in establishing standards for carrying out routine tasks which involve them such as: performing housekeeping duties, distributing materials, and making collections. Introduce children to many real and fictional characters whose personalities reflect values we cherish and with whom they may identify. Accept all families with their differing cultural values. Make an effort to become acquainted and friendly with the parents of all pupils. Work with parents at their level of readiness on mutual problems with their children. Build loyalty to the family as a social unit through study of literature, text materials, films, and role playing. Help the child to identify with satisfying family experiences through literature.

III. TASK: REARING AND EDUCATING CHILDREN (Cont.)	*The Child Needs:*	*The School Can:*
A. (Continued)		Continually participate in and encourage others to develop plans for better coordination of all existing agencies that work with the home. Participate with those agencies which aid, encourage and educate the family in assuming their rightful responsibilities and duties.
B. The family's role in rearing the young is changing. 1. Wider contacts, such as outside entertainment, conditions of employment, and improved transportation and communication weaken the family influence. 2. Employment of mothers in our society has become common. 3. Fathers assume a greater responsibility in child rearing. 4. Some agencies assume functions of the family. 5. Incompatibility, separation, and divorce disunite the family in its child-rearing tasks.	To learn to be a cooperating, contributing member of his family. A well-ordered and secure environment. To find a satisfactory and exemplary identifying figure, preferably in the home. To find satisfactions in relationships with other children and adults. To have an opportunity to develop independence and self-direction. To learn how to manage in the home when parents are not there. To learn how to handle equipment in the home. To develop social skills: to learn to share, to cooperate, and to communicate ideas effectively. To participate in constructive work and play activities.	Show how the democratic values held by individuals with whom we want children to identify have resulted in benefits. Organize social activities for children at their levels of readiness so they can experience success in their social relationships. Provide opportunities for children to plan projects, carry them out, and to evaluate the outcomes. Teach principles of electricity, machines, and fire safety as they affect the home. Use a study of the child's behavior as a basis for understanding him and providing for his psychological needs. Provide understanding guidance for children who face difficult home situations. Obtain addresses and telephone numbers where parents and guardians may be reached during the day. Plan social affairs, parties, and field trips that require little or no cost. Encourage hobbies and entertainments in which the whole family can participate. Find opportunities to recognize and give credit to boys and girls. Provide experiences in which children can learn acceptable social behavior. Give practice in making introductions and other aspects of etiquette which might make it easier to establish and maintain friendships.

III. TASK: REARING AND EDUCATING CHILDREN (Continued)	*The Child Needs:*	*The School Can:*
B. (Continued)		Give the children who need the practice most such opportunities as being room receptionists and making introductions.
C. We live in a multigroup society in which groups differ in values. Adjustment problems arise as individuals with differing values interact.	To develop behaviors based on democratic values: making intelligent choices; understanding, accepting and respecting others; and cooperating with others in solving mutual problems.	Create a democratic environment for learning. Emphasize likenesses among individuals who differ. Through social studies units, welfare projects, reading, and discussions, develop sensitivity to other peoples' problems and a growing sense of social responsibility. Guide pupils so there is a wide distribution of leadership.
IV. THE TASK WE FACE: CONSERVING HUMAN AND NATURAL RESOURCES		
A. Man's intelligence and knowledge have moved him into the field of automation and beyond the brink of space. Nevertheless intelligence as a human resource can be more fully utilized. 1. Underdeveloped intellectual capabilities accompany educational inequities. 2. Man's intelligence needs to be applied more rigorously to solving current social problems.	To apply his intelligence to the solution of problems of significance to him. To develop a critical attitude toward his problems. To develop and use intellectual skills which facilitate the solution of problems. To cooperate with others in intellectual effort. To recognize when individual effort in the solution of problems is appropriate and when organized group effort is necessary.	Organize the curriculum in such a way so as to allow problem solving. Make available the necessary resources for problem solving. Guide the child in learning problem solving skills, including identifying and defining significant problems; collecting, organizing, and evaluating data; and drawing conclusions.
B. Available supplies of such resources as coal, minerals, water, oil, topsoil, and timber are limited or becoming depleted.	To practice conservation; planning wisely, practicing habits of intelligent saving, combating waste and neglect wherever they occur in his environment, and replacing resources that are used. To understand how regional planning has been able to accomplish what otherwise could not be done in some areas of conservation.	Provide varied sources of information for sensitizing pupils to the need for community and nation-wide conservation of scarce and exhaustible materials; encourage reading stories with a conservation theme; show documentary films such as "The River" to dramatize the destruction resulting from unwise use of natural resources; and utilize school camping experiences.

IV. THE TASK: CONSERVING HUMAN AND NATURAL RESOURCES (Cont.)	*The Child Needs:*	*The School Can:*
C. Communities are increasing outdoor recreational facilities. Greater care must be taken to prevent mistreatment and overcommercialization of parks and other natural beauty spots.		Provide opportunity for intermediate grade boys and girls to take an active part in programs designed to promote good conservation practices such as reforestation and care of personal and public property. Provide an opportunity to see at first hand the results of both beneficial and wasteful practices in the use of natural resources; sponsor field trips for the pupils. Provide opportunity for the pupils to take part in such activities as school ground beautification and classroom improvement.
D. Many kinds of plant and animal life have economic and aesthetic value for man. Laws have been enacted for the protection and regulation of plant and animal life.	To develop an active appreciation of the balance of nature. To develop a rational, unsuperstitious attitude toward living things such as snakes, bats, and toads. To learn ways to be safe around living plants and animals. To learn which kinds of living things should be protected; to learn how they contribute to man; to learn methods for their protection. To learn which kinds of plant and animal life they can destroy and why these things are undesirable, i.e., flies, mosquitoes, rats, and poison ivy. To understand the reasons for passing such regulations as fish and game laws; to know in what ways these laws apply to him. To appreciate the necessity for observing regulations. To learn to enjoy nature without needless destruction of wild flowers or damage to trees, shrubs, and plants in our woods or parks. To refrain from acts that will injure animals. To help in community programs designed to conserve plant and animal life. To desire to protect harmless plants and animals in the community.	Provide sources of information which will develop an interest in and understanding of the balance of nature in plant and animal life. Invite resource people to discuss the practical problems faced in eliminating harmful plant and animal life and in conserving useful plant and animal life. Provide for field trips to observe ways of solving these problems. Provide learning experiences by which boys and girls will know and comply with laws relating to the control of harmful plants and animal life. Provide an opportunity for active participation in programs designed to inform the members of the community about the need for conserving certain types of plant and animal life in destroying other types. Provide opportunity for the school to cooperate in community projects for the preservation of helpful plant and animal life including building bird feeding stations and protecting wild flowers. Acquaint pupils with laws relating to control of harmful plant and animal life.

V. THE TASK WE FACE: USING FREE TIME	*The Child Needs:*	*The School Can:*
A. Technological advance affects both the amount of free time and the way in which we use it.	To find understanding and wise counsel at school if he faces problems in himself or in his family which arise from unwise use of free time.	Offer skilled guidance to boys and girls who are faced with free time problems which accompany home insecurity or unwise peer counsel.
1. Mechanization has decreased the number of hours required to produce the goods we need with the result that both the wage earner and the homemaker have more free time.	To experience a measure of security and satisfaction in school life.	Provide opportunity for boys and girls to analyze selected movies, television programs and comics which they consider good or poor, from the standpoint of glamour, sensationalism, excitement, vulgar display of manners or wealth, etc.
2. Increased routinization of work leads parents to seek interesting diversion either with the family or to the neglect of the family.	To experience a degree of companionship in the home and satisfaction in doing things with the family. To learn the value of doing things with the family. To acquire some recreation skills which can be engaged in at home in restricted space.	Show interest in boys' and girls' home activities which are a source of just pride to them and serve to unite the family.
3. Improved transportation is both unifying and separating the family in recreational pursuits.	To gain some recognition and a sense of personal achievement and worth from the use of his skills and talents for the enjoyment of others.	Provide sufficient diversification in learning activities so that each pupil may achieve some recognition of successful accomplishments; provide a democratic school environment in which every pupil feels he is a respected member of the group and that his ideas count; offer sufficiently challenging experiences under school auspices to engage the tremendous energies and enthusiasm of elementary boys and girls so that there is less compulsion to seek diversion to unwise activities during free time.
4. Families are taking advantage of information and entertainment made available through improved communication.	To become familiar with the range of free-time activities open to children and the pleasure that can be gained from each.	
5. Increased free time enables wage earners to take on additional occupations.	To engage in a program of recreational and work activities which represents a wholesome balance between commercial amusements and those which call for individual effort and skill.	
6. Improved standards of living have made more recreational choices available. a. Participational activities in the home are decreasing and opportunities and demands for recreational facilities outside the home are increasing. b. Spectator activities are increasing as people have greater spending power. c. Hobbies and avocations are becoming more popular.	To develop some standards for judging the worth of various forms of commercial amusements and for selecting his own television programs, movies, and reading matter; to learn to make his selections with reference to those standards.	Use school situations, items in the news, episodes in fiction, biography and history television or movies, as they are appropriate to the age range to encourage some thinking about why people engage in anti-social behavior. Through individual guidance of group study help pupils begin to understand their own needs for good mental health and the part wholesome recreation plays in personality growth.
	To participate in a rich variety of recreational activities; to experience first-hand personal satisfaction gained from them; to pursue more deeply fields of interest in which he exhibits potential skill and creativeness.	Include in the elementary school program opportunities for pupils to begin to learn some free time skills which provide a foundation for social and avocational skills at various stages of later life.

V. TASK: USING FREE TIME (Continued)	*The Child Needs:*	*The School Can:*
A. (Continued)	To receive encouragement and help in developing one or more hobbies as they stimulate his active interest. To learn to enjoy types of recreation which involves little or no money outlay and which do not depend upon prizes and awards for motivation. To experience in his present program of recreation or school work, some activities that can carry over into later years.	
B. The schools and other community agencies are replacing the family in providing recreational opportunities. 1. Children are faced with making wise recreational choices from among the offerings of community agencies. 2. Facilities for free time activity are often inadequate in communities where they are needed most. 3. With an increasing amount of free time adults are urging wider curricular offerings for their own self education.	To find guidance at home and at school in choosing those free-time activities which best suit his immediate needs. To find in the community adequate play space and gathering places for engaging in wholesome recreational and social activities. To learn to use the wholesome facilities available. To learn to respect property and recreation equipment so that it will be available for the enjoyment of the maximum number of people. To know the range of recreation facilities offered by his community for individuals and groups of all ages.	Teach some recreation skills and suggest activities which can be fun to do at home with the family: parlor games, hobbies on which father and son can work together, etc. As teacher-citizens, accept a share of leadership in surveying community facilities for elementary school boys and girls and in working with community groups for their improvement. Give generous recognition to youth leaders for their contribution to the informal education for these boys and girls. Pool information for more effective individual guidance. Utilize the daily experiences of pupils in using public property and equipment, to develop basic attitudes and behavior patterns related to the protection of property. Anticipate with the pupils problems which may arise in this regard and give them opportunity to make their own rules and set their own standards for the care of property and equipment. Understand the home background of each pupil: degree of crowding, degree of companionship between child and parents, time available for family recreation, etc. Where appropriate, counsel with parents concerning the desirability of spending some time in playing with their children, reading and discussing together, etc.

VI. THE TASK WE FACE: PROVIDING FOR AESTHETIC AND SPIRITUAL NEEDS	*The Child Needs:*	*The School Can:*
A. The tempo of life in urban and rural communities has made the reflection of beauty in our culture less apparent. 1. The usefulness of items has become a prime criterion for their worth. 2. Mass production and industralization are accompanied by the "mass mind"; thus producers of entertainment and goods, and publishers of literature, music, and art aim for their interpretation of the "mass mind." 3. Development of paper backed books, inexpensive artistic reprints, and modern recording techniques are putting creative products at our ready disposal. 4. Increased free time allows greater opportunity to pause and assess the beauty or absence of beauty in our lives.	To accept spiritual rather than material values as guides for behavior. To learn to distinguish between the transitory examples of literature, music, and art, and those which will have greater universality. To apply developing standards of taste in the selection of reading matter, television programs, and commercial amusements. To develop the ability to evaluate editorial comment, advertising, films, literary effort, etc., with respect to their social influence and their effect upon human dignity and worth. To find opportunity for the development of creative ability. To develop the ability to express interesting ideas gained from reading and listening to others. To learn to select articles for the home which represent a growing awareness for their aesthetic values. To begin to understand the effect of revolutionary changes in technology or social institutions and human behavior.	Provide rich resources of good reading matter appropriate to the wide ranges of reading levels and interests, characteristic of boys and girls (fiction, biography, poetry, drama, science, etc.). Have sufficient first-hand acquaintance with the literature appropriate for the age to be able to recommend reading in terms of individual differences and needs. Encourage group discussion of the aesthetic values and basic ideas of various kinds of literary effort. Help boys and girls become acquainted with characters of fact and fiction who have been guided by the service motive; show the virility, humor, fun, interest in sports, etc., need not conflict with living in terms of spiritual values. Give appropriate help in remedial reading to those who are handicapped in their enjoyment by faulty habits. Discover through questionnaire or other diagnostic devices, the magazines, newspapers, radio drama, music, movies the pupil prefers. In the light of these findings, plan a program of curriculum experiences designed to improve taste. Give experiences in listening to recorded music of various types and discussing why they like one better than another. Guide the pupils toward a realization that beautiful things are not necessarily expensive. Use a dime store as a laboratory for comparing a finely shaped piece of pottery with one that is cheap, a well-designed fabric with one poorly designed, a well-illustrated children's book with one in poor taste, etc. Perhaps, encourage pupils to arrange a school exhibit of articles for the home representing good

VI. TASK: PROVIDING FOR AESTHETIC AND SPIRITUAL NEEDS (Cont.)	*The Child Needs:*	*The School Can:*
A. (Continued)	To find some guides to behavior which will be satisfying to himself and at the same time acceptable to society.	color, design and workmanship. Show by price tag that many beautiful things can be bought at reasonable cost. Encourage pupils to plan ways to make their own school room, hallways, library, etc., pleasanter places to live. Encourage similar projects in their own home. Provide freedom and encourage a creative approach to the expression of ideas: through poetry, drama, story-writing, pictorial art, song-writing, etc. Show appreciation for creative effort even though initial attempts may be crude.
B. The presence of conflicting moral and spiritual values widens the choice of responses possible to an individual. 1. Adults in our culture offer conflicting value patterns with which youth may identify. 2. The impression that spiritual aspects of our culture are to be valueless accompanies the high value placed on material goods. 3. The world is in a state of unrest and effective human relationships are often lacking. 4. Conflicting values and increased insecurity have been accompanied by greater interest in organized religion. 5. These conflicting values and increased insecurity have also been accompanied by expressions of a lack of respect and love for our fellow man.	To experience consistent treatment at home and at school. To learn how to think logically about social situations which involve moral issues. To learn to have an opinion and take a consistent stand on personal, school and community problems that involve moral issues. To live in terms of an acceptable moral code without becoming bigoted or closing his mind to the possibility for change in moral concepts. To begin to understand that other individuals and groups may accept different moral standards with as great sincerity as he accepts his. To learn and to practice techniques of self-evaluation and self-understanding as a basis for more intelligent self-direction. To experience a relationship with some older person who has faith in him and in whom he can confide when faced by baffling problems. To be sincere, generous, and loyal in individual relationships.	Provide for the boy and girl a school environment containing the following aids to good moral and emotional orientation: 1. A poised, cheerful and emotionally well-adjusted teacher. 2. A wealth of learning materials which emphasize sound moral values: history, biography, fiction, radio programs, etc. 3. A school program which provides wholesome outlets for creativity, social sensitivity, and the desire to do socially needed work. 4. A guidance service in which there is acceptance of and respect for all pupils, regardless of their behavior. Utilize every opportunity to help boys and girls generalize in terms of specific experience. Help them apply the concept of consistency in the solution of problems. Give many opportunities to engage in individual and group evaluations. Guide them in the interpretation of historical trends and episodes and of current social problems with reference to moral standards.

VI. TASK: PROVIDING FOR AESTHETIC AND SPIRITUAL NEEDS (Cont.)	*The Child Needs:*	*The School Can:*
B. (Continued)	To begin to understand that all people need affection, group recognition, opportunities for self expression, and for successful experience. To begin to accept a share of responsibility for providing these satisfactions for his school mates and his family. To find in school and home experiences, spiritual satisfactions and opportunities to develop spiritual guides for conduct.	On their own level of development, help boys and girls begin to understand what people need in order to feel happy (the basic prerequisites to good mental health) and the relation of these things to the way they behave. Give recognition to boys and girls when they show sensitivity to other people and their problems. Provide opportunities for parent-teacher cooperation in establishing consistent guidance for the child. In the study of other groups—national, racial or religious—help boys and girls understand that cultural differences result in differences in behavior. A type of behavior which one group considers right, another group may consider wrong. Provide experiences to help them substitute understanding for judgment of individuals who behave in ways they consider wrong. Give boys and girls opportunity to study historical backgrounds of our present moral confusion: changes in industrial methods, employment, role of the family, etc. Provide continuing practice in setting up criteria for the evaluation of individual growth and in making plans to guide future growth. Include in the curriculum situations and problems which involve a search for human motive and which show the relation between twisted thinking and unwholesome behavior. Provide adequate counseling facilities and a schedule which makes possible a close, continuing relationship between a given pupil and his teacher-counselor.

VII. THE TASK WE FACE: SECURING A MORE DEMOCRATIC SOCIETY	*The Child Needs:*	*The School Can:*
A. We continue to affirm our faith in the principles underlying our democratic society. 1. We respect the dignity, worth, and uniqueness of every human being. 2. We have faith in the intelligence of the common man as means of solving his problems. 3. We believe that mankind can solve its problems through social interaction. B. Changing social, economic, and political conditions and philosophical beliefs on the national and international scenes are causing us to re-evaluate our application of democratic principles. 1. As conditions are changing and beliefs are being re-defined, the functions of local, state, national and international governmental units are changing. For example: a. With expanding metropolitan areas, separate governmental units within those areas are becoming inadequate. b. The International Health Organization is, in part, resuming responsibility for improving health conditions in the individual member nations.	To be respected as worthwhile and unique. To respect other's worthwhileness and uniqueness. To accept each individual as he is. To apply his intelligence to the solution of problems. To accept responsibility as an individual and as a member of a group for promoting necessary social change. To recognize, accept, and adapt to changing social conditions when it is necessary. To learn and apply democratic values to social problems he experiences at his level of maturity.	Respect each child's individuality. Accept each child as worthwhile. Respect the dignity of each person. Provide opportunities for the child to apply his intelligence to the solution of problems. Provide opportunities for the child to interact with others in solving problems of mutual concern. Help student to apply the scientific method to problems. Foster sensitivity in the learners to changing as well as to relatively stable conditions in society. Facilitate transfer of relevant past learnings to present problems. Encourage students to seek new answers to present social problems at their levels of maturity. Confront the student with social problems at his maturity level which cause him to define and carry out his individual responsibility in the group for the solutions to the problem.
2. Our individual and group responsibilities are constantly being redefined as social problems arise.	To constantly appraise his responsibility as an individual and as a member of a group in attacking social problems.	

Chapter V

These Are Ways of Planning for Intermediate Children

How Teachers May Plan with Children

Planning with staff and with children does not preclude some planning for children by adults who are responsible for them. Such planning for them does not mean deciding in advance what plans the children will surely arrive at if they are cleverly manipulated. Planning for children means that the teacher will study them to judge their readiness for planning of different degrees of complexity, will make arrangements of time and resources that will enable the children to have reasonable successful experiences in planning together, and will think through varied ideas which may be useful to children and have them ready to propose in case they need help in seeing additional alternatives among which to choose.

In overall pre-planning for children a teacher will:

1. Have personal interviews with them.
2. Read their diaries, letters, and creative writing.
3. Take interest and personality inventories.
4. Keep anecdotal records of what they say and do.
5. Record their participation in and out of school activities.
6. Study children's interests.
7. Anticipate problems they may identify as needing to be solved.
8. Survey resources—texts, library books, science equipment, likely places for field trips, etc.

The teacher will recognize that there are areas in which children cannot be involved in the planning. Children of this age cannot be expected to decide when and how addition of fractions is to be taught, the order of teaching the cursive form of the alphabet, when formal grammar should be introduced, etc. However, having been taught the addition of fractions, they could be involved in the application of this skill in using a recipe, in a building project, or in drawing a map.

When a teacher is engaged in preplanning, the over-all program of studies is determined. He has the objectives and the goals to be attained and the major problems to be introduced well in mind. Both the activities for which the teacher is to be responsible and those in which the children are to be engaged have been tentatively outlined. The need for thoughtful pre-planning is essential.

The next step is that of planning with children and is, perhaps, the more important. It is in this activity that the teacher "sets the stage" so to speak. Through skillful questioning he finds out what the children know about the subject areas to be taught. He discovers something about what interests individual children have and what they would like to find out. A major problem develops from the discussion and other problems relating to it are listed. Possible activities are also outlined and it is in this part of the planning that individual differences can be met. Bibliographies developed by the children with the teacher's help will include source material on reading levels of varying ability. Committees may be organized for group work and projects are listed for individual study also. Teacher-pupil planning results in flexible scheduling and flexible grouping that meets the interests, needs, and abilities of all the children. This planning with children should result in wide participation of group members.

In a thoughfully developed program of teacher-pupil planning the children learn how to plan. They learn the importance of planning, the need for securing information from many sources, the techniques of critical thinking, and the need for continuous evaluation. As children learn to work together on problems within their range of interest and maturity, they gain the skills and insights that will help them to meet with success the problems that will confront them as adult citizens in their communities—local, state and nation.

Taking cues and clues from the chapter on *Growth Characteristics of the Intermediate Grade Child*, the planning could possibly thus evolve.

Developmental characteristics and behavior.

Mental.

B. *Memory.*

He seems to be able to remember it better if he writes it down first. These children often memorize material because it is "the easiest way out".

Developmental tasks for the child.

To learn when, what, and how to remember.
To accept the fact that he cannot remember everything.

The staff plans.

To put emphasis on problem solving, critical thinking, and understanding.

The teacher plans with children.

For utilizing their memory:

1. How can you help to remember better?
2. What can you do if you forget?
3. Why is it not important to remember everything?
4. How can you select what is important to remember?

For purposeful drill to master facts, rules, etc.
For developing spelling power.
For functional practice in correct usage.
For developing skill in locating information to solve a problem.

The teacher plans with parents.

To expect children to remember to do an errand, to carry on a responsibility, etc. but to accept the fact that they may also forget.

Planning in action.

Purpose: How to select what is important to remember.

Background: Knowing how much children of this age group delight in assembling facts and details to the extent that the important points or issues are overshadowed, the teacher decided to plan with the children on how to select vital information for presentation to the rest of the class members. A committee had decided to make individual reports on each state in the western group of the United States. The previous day another committee had planned on how they were going to relate their information on the music and folklore about the westward movement.

Planning: The class chairman took charge and asked if any committee was ready to report or to present problems which had been encountered thus far. The leader of the group reporting on the states said he had several questions,

How long was each report supposed to be?
How could use of the library be arranged?
Where could maps about early history be found?

A secretary had attempted to write these on the chalk board. At this point the teacher asked which of the above seemed of most concern to the committee. They agreed unanimously that it was the first one—the length of the report. The teacher then asked if there was some way they thought they could limit the length of the report. It was agreed that the amount of information to be shared would be a deciding factor. The teacher then asked how they could control the amount of information each person was going to give. There were various suggestions but the one given by the leader of this group was, "Tell what is important". There was further discussion on how different things might be important to different persons. The teacher then suggested that they might want to develop a guide for each member to follow. This was what they decided each member should consider of significance while doing this specific research:

What makes this a good state in which to live?
How would you earn a living there?
Why would you go there to spend a vacation?
What do you use in your daily life that comes from this state?

They decided that such things as cities, products, amount of rainfall, important rivers, etc. could be shown on maps and charts and be referred to while giving the report. It was also suggested that atlases, almanacs, and encyclopedias were always available if one wanted more detailed information.

C. *Language arts.*

Reading.

Range of performance varies widely. Some children comprehend at adult levels, while in other children the reading disabilities become more pronounced as they attack materials in the content subjects.

Developmental tasks for the child.

To learn to select books that will be comfortable reading.
To learn that material in the content subjects needs to be read at a different rate than story books.

The staff plans.

To use multiple texts in the content areas.
To select library books on many levels for enrichment.
To use grouping and individualization in the basic reading program.

The teacher plans with children.

For meeting the child's needs in reading:

1. By using materials in which he is interested.
2. By using materials which he can read comfortably.
3. By extending his interests.
4. By helping him to recognize his weaknesses and to want to overcome them.

For sharing what he has enjoyed reading.
For reading different kinds of materials in the content field.
For learning how to read for different purposes.

The teacher plans with parents.

To be acceptant of and interested in the level at which the child is reading.
To enjoy books together.

Planning in action.

Purpose: To share what has been enjoyable reading.

Background: Realizing that boys and girls of this age group have become very diverse in their reading interests and abilities and realizing, too, that children will likely read more willingly if they have a chance to select a large part of their reading material and are later permitted to exchange ideas honestly and freely, the teacher decided to use the individualized approach. She had circulated an interest finder so she had some idea of what reading materials needed to be available. Since these children were unfamiliar with the individualized approach, she decided to combine this with a group approach in her inital attempts. From the interest finder she spotted these areas:

Animal stories
Sports
Forest rangers
Insects

Both the teacher and the librarian helped to make available many books with reading levels ranging from grades three through ten.

Planning: After a predetermined length of time spent in reading individual books and with individualized instruction, the teacher met with each group of children to plan how they would share what they had enjoyed most. First, they had to agree on what to share. The group reading animal stories decided on ***Charlotte's Web,*** the sports group picked ***Lou Gehrig,*** the boys reading about forest rangers enthusiastically selected the ***Jim Forest*** series, and those interested in insects also voted for ***Charlotte's Web.*** A member chosen by his group as a representative reported to the entire group about their choice. The teacher then asked each group to decide how they would share it. The groups that selected ***Charlotte's Web*** decided to work together. They planned a "walkie-talkie", an original idea they had for using the flannel board, dramatizing certain parts and reading favorite parts from the book itself. The sports group decided to have their leader read choice sections while other members of the group pantomined what was being read. The remaining group, having read the complete set of ***Jim Forest*** readers, decided to paint a picture of the most exciting part of the book each liked best and to invite one of the fathers who was in the forestry service, to show a film.

Writing.

The ten and eleven year old children are beginning to recognize the help gained by taking notes and making simple outlines to be used in future written work or oral discussion.

Developmental tasks for the child.

To take simple notes or outlines.

To become more conscious of orderly arrangement.

The staff plans.

To plan a sequence for teaching:

1. Outlining.
2. Taking notes.

The teacher plans with children.

For making an outline:

1. By deciding what to include.
2. By determining its value.
3. By putting it to use.

For experiences when an outline would be valuable:

1. In giving a report.
2. In making a radio announcement.
3. In summarizing an experiment.
4. In planning a field trip.

For taking notes:

1. How to select main ideas.
2. How to recognize important details.
3. How to use your notes.

Planning in action.

Purpose: To learn the value of an outline in making a radio announcement.

Background: The teachers and the children in the three sixth grades had assumed the responsibility for enlisting the aid of all the classrooms in filling the Junior Red Cross boxes and then for sending them overseas. One of the teachers asked if the children in her classroom could make the radio announcements. She wanted to utilize this opportunity as a functional way of making an outline.

Planning: This teacher informed her group that Room 126 would distribute and collect the boxes when filled, Room 129 would take them to Red Cross Headquarters, and their room would make the radio announcement. She asked if they thought a radio or television announcer had to do anything before he went on the air. They agreed he did; he must know what he would say. Did he write it out word for word or did someone else do it for him? Various comments revealed that his materials could be prepared in several ways. How were they to prepare for this important announcement about filling the Junior Red Cross boxes? Should they each write one out and vote on the best one? They decided this would take too long. Someone suggested they plan one together. In the discussion which followed, the pupils suggested that they not memorize or read their announcement but give it "alive". The teacher was able to lead them to see the need for some kind of guide or outline. Under her direction they planned and developed this outline for their announcement:

I. Getting permission from the principal.
    A. See the school secretary.
    B. Learn how to operate the equipment and practice using it.

II. Planning on what to say.
    A. Read parts of letters received from children to whom boxes were sent last year.
    B. Tell when boxes will be delivered to each classroom.
    C. Tell what to put in boxes.
    D. Tell when boxes will be collected.
    E. Thank everyone for their cooperation.
    F. Call attention to the hall display.

Listening.

He prefers to listen to his peers. He usually listens responsively only to short oral directions.

Developmental tasks for the child.

To have respect for the speaker.
To listen critically.

The staff plans.

To give short and clear directions at all times and in all areas.
To plan a sequential program for developing good listening habits.

The teacher plans with children.

To see a purpose for listening attentively to directions, to announcements, to a film, to a radio program or a TV broadcast:

1. What may happen if you do listen to the directions for an assignment, for a game, or for a test?
2. How can you become a good listener?
3. How do you listen differently to music, to a speaker, to a baseball announcer?

The teacher plans with parents.

To give directions clearly just once:

1. To go somewhere.
2. To locate something.
3. To make something.

To be a good listener when the child is talking, when the family listens to a record, or watches a TV program.

Planning in action.

Purpose: To learn how to become a good listener.

Background: The class had recently written a series of standardized tests on the basic skills. After the scoring had been completed and comparisons were made with both local and national norms, the teacher began to study each child's test booklet in order to plan a program of instruction for him in the basic skills. Very soon it was quite evident to the teacher that these children had not followed directions. Could it be that they had not listened?

Planning: After privately sharing the test results with each child, she asked, "Would anyone care to tell how he thinks he could have improved his score?" It was soon evident that they did not know what to do—how to follow directions. The teacher said, "You know, boys and girls, I had a hunch that was the main reason. I wonder what we can do about it?" One child said, "Be more quiet when we work." Another volunteered, "Give the directions louder." Still another, "Keep your mind on what you are doing." The teacher then said, "I would like you to think carefully about this before giving your answer. Did you really hear exactly what the directions were at all times?" Most of the children's reactions indicated that they had not. "It seems to me that we all need to learn how to listen," the teacher suggested. "Just how could we become good listeners?" In the discussion that followed they decided to do these every day for two weeks:

1. Listen to the six o'clock news broadcasts on Station X and list the three most important news items. These were to be shared the following day during news discussion.
2. Listen to a record during the music period to identify certain instruments or to compare composer's compositions.
3. Listen to paragraphs being read to identify descriptive words, sounds, or feelings.
4. Listen for new ideas presented in a science or social studies report.

Evaluation and further planning would follow.

Interest.

Interest in collecting is at its height in the nine and ten year old. The eleven year old becomes more selective.

Developmental tasks for the child.

To become selective in choosing and following interests.
To learn to follow an interest to a point where it brings personal satisfaction.

The staff plans.

To act as leaders for hobby clubs.
To utilize the interests and hobbies of the staff as resources in the content areas and the fine arts fields.

The teacher plans with children.

To utilize their collections as organizing centers:

1. A rock collection might lead to a study of How The Earth Was Formed, or What Life First Existed on Our Earth.
2. A wood collection could motivate a study of How Man Uses The Products Of The Forest.
3. A butterfly collection could initiate a study of Insects Helpful and Harmful To Man.

The teacher plans with parents.

To encourage children to have collections.
To appreciate collections of children.

Planning in action.

Purpose: To utilize children's collections as organizing centers in a science program.

Background: At the beginning of the school year, the teacher had invited the children to plan for a continuous science corner in the classroom. This suggestion was enthusiastically received by the children. It soon became apparent that they needed some kind of framework to handle the many offers being made which included rocks, seashells, magnets, insects, wood samples, pressed flowers, a robot, etc. One boy suggested that a committee arrange for these displays. Another asked, "Are we going to study about any of these in science this year?" The teacher replied that they could study geology, which would include rocks, insects which live in communities, and water life which could utilize the seashells. Further planning resulted in:

1. Saving the rock, seashell and insect collections until an extensive study was being made by the entire class.
2. Utilizing the collections of various woods in the all-school conservation exhibit.
3. Having displays on exhibit for two weeks.
4. Organizing a science hobby club.
5. Arranging for a trip to the museum to study more extensive collections.
6. Inviting local residents to share their collections with the class.

Developmental characteristics and behavior.

Physical.

B. *Body growth.*

A wide range in physiological maturity is apparent, depending on:

1. Family skeletal patterns.
2. Early childhood illness.
3. Malnutrition.

Developmental tasks for the child.

To learn to accept his own growth pattern and to adjust to it.

The staff plans.

To keep and utilize cumulative records.
To arrange parent-teacher conferences and child-teacher conferences.

The teacher plans with children.

For understanding oneself:

1. Why are you tall, short, fat, thin, etc.?
2. How can you accept this?
3. Will you always be this way?
4. What do your friends really think of you?
5. How do you look to others?
6. How can you feel good about yourself?

The teacher plans with parents.

To show films to parents on growth patterns of this age group.
To utilize the services of the health department, the school nurse, and other community agencies.
To provide for the health needs of the child: glasses, tooth repair, allergies, etc.

Planning in action.

Purpose: To help each child understand himself.

Background: The teacher had made a sociogram of her class in which in strict confidence each had named first, second, and third choices of friends within the classroom. As usually happens, there were several, children who were named by everyone and several who had been the choice of no one. Also the nucleus of a gang was evident. Since the group in general displayed poor sportsmanship and selfishness, the teacher decided to utilize the first opportunity to develop a unit on friendship as a means of helping the boys and girls understand themselves as well as others.

Planning: A few days later the time seemed ripe. During the news discussion one item concerned that of an early teenage gang whose activities involved the desecration of graves. This was a real experience to the child who reported it because one was his grandmother's grave. The class was righteously aroused over this. Another child reported on the generosity of some children in a neighborhood. The specially built bicycle of a polio victim had been stolen and apparently was not going to be returned. The children in the immediate block became concerned and enlisted the approval of their parents as well as children in neighboring blocks to collect funds to replace the bicycle. At this point the teacher asked if she could interrupt. "What was it, boys and girls, that made the difference in these two groups? Children in both groups seemed to be friends," she commented. In the discussion that followed, these conclusions were drawn:

1. There are good friends and there are bad friends.
2. Good friends have certain characteristics.
3. One must know what to do if a person or group of persons show that they are bad friends.
4. One must learn how to be a good friend.

It was decided to write on one of the following topics:

1. What I think of myself.
2. What I think others think of me.
3. What I like in my best friend.
4. Why I need to make many friends, not just one.
5. What famous living person I would like for a friend.

C. *Body management.*

Posture is not as good as in the earlier years, possibly because of too much sitting in school, leaning over desks, etc.

Developmental tasks for the child.

To learn to sit, walk, and stand in a manner commensurate with his growth pattern.

The staff plans.

To be examples of good posture.

To be aware of the growth pattern of these children and to adjust seating arrangements accordingly.

The teacher plans with children.

For desiring to practice good posture:

1. What does your posture tell about how you feel about yourself?
2. What do you think when you see poor posture in others?
3. What are the values of good posture?
4. How can you develop and maintain good posture?

For promoting an awareness of good posture:

1. Make posture posters.
2. See films.
3. Ask physical education teachers to plan suitable exercises for posture improvement.
4. Take "before" and "after" pictures of yourself.

The teacher plans with parents.

To stress good posture without harping on it.

To provide working areas and sleeping facilities that will promote good posture.

To provide corrective exercises when it seems necessary.

Planning in action.

Purpose: To make children aware of the importance of good posture.

Background: The classroom teacher and the teacher of physical education were genuinely concerned about the poor posture of the boys and girls in this particular sixth grade. They planned to cooperate in improvement realizing that the desire to improve must come from within.

Planning: A bulletin board on *People Whom We Admire* seemed to the teacher to be a good place to begin. It was literally plastered with pictures of the three American astronauts and of the league leading hitters in the baseball world. The girls were almost as much interested in this display as were the boys. The teacher began, "Boys and girls, I have been very interested in the pictures you have selected for this bulletin board. I wonder if you can identify the one thing that is common to all of them. Surely they are not all young and handsome." After some lengthy scrutiny and further assessment of these heroes, it was determined that each one had good posture. The teacher commented, "I assume all of you would like to look like that when you are grown men and women. Let's stand up and look at each other. See how we measure up." The children, as they are at this age, were very candid about each other's postures. One boy piped up, "We better do something soon." This plan of action was outlined:

1. Have each classroom desk adjusted.
2. Ask the physical education teacher to plan exercises for ten minutes out of each period of such instruction.
3. Have mother check the mattress to see that it is firm.
4. Sit up straight while on the bus, in the movies, watching television, and eating at home or in the cafeteria.
5. Study about the values of good posture.
6. Pass on the code, GP, (Good Posture) when you notice one of your classmates is slipping.
7. Plan to shift frequently the weight of carrying anything (books, groceries, a baby) from one arm to the other.

Developmental characteristics and behavior.

Social—Emotional.

A. *Emotional status.*

His emotions are more easily aroused by being thwarted, by defeat, by boredom through lack of challenge, and by blocking of his attempts to gain acceptance of recognition.

Developmental tasks for the child.

To learn ways of expressing feeling without hurting or annoying others.

The staff plans.

To have each child experience some success in each area of the curriculum.

The teacher plans with children.

For expressing feelings in a wholesome way.

1. Painting a picture.
2. Beating the drum for rhythmic body movements.
3. Producing sound effects for a stage play or radio broadcast.
4. Writing creatively in prose or poetry. (It need not be shared with anyone.)
5. Doing a pantomine or role playing.
6. Beating a cake batter or kneading dough.
7. Hammering or sanding.
8. Modeling clay.

The teacher plans with parents.

To realize that the child will express his feelings in an unacceptable manner.
To assist the child in "saving his face" when he does so.

Planning in action.

Purpose: To learn to express feelings in a wholesome way.

Background: It had been one of those days, rainy and chilly, so no one could go out for recess. The teacher of physical education was ill so those classes had been cancelled. The ceiling in the library was leaking making it impossible for check-outs to be made. The movie projector had broken. There seemed to be no safety valve for the children on a day like this.

Planning: Classes resumed after the lunch hour. It was very evident from all the complaints, tattling, if you like, that feelings were very "raw". The teacher decided to be straight-forward in her approach to this multiplicity of problems. "Boys and girls," she said with more sternness than was usual, "please understand that I know how hard this kind of a day is for you. It is particularly hard when we have had several days like it preceding this one. Now how can we plan the afternoon so we all feel better and get something done?" The children began to recall what they had done in a similar situation on a gloomy day. They decided first of all to have a "F-F-A" (Free-For-All) writing period at which time they could write about anything they wanted to, share it with no one if they wished, and tear it up or crumple it and throw it into the waste basket. The one requisite was that they must write something; they were on their honor to do this. Next, they decided to have an amateur show in which anyone or a group could volunteer to put on an act. The day would be concluded with a series of science experiments to prove that air occupies space. They would go home feeling that the day was not so bad after all.

The teacher plans with parents.

To not be jealous of the "hero" chosen by the child.
To be the kind of parents that the child would want to emulate.

Planning in action.

Purpose: To select persons for hero worship who are deserving of admiration and emulation.

Background: There had been a rash of movie star pin-ups on the cloakroom locker doors as well as a flurry of exchanging baseball cards. The teacher felt that the sites of hero worship needed to be elevated.

Planning: Movie favorites and baseball heroes were forgotten on the day the class watched the orbital flight of Colonel John Glenn. He was the hero and justifiably so. The teacher took this opportunity to help the children to see the worthwhile traits in this wonderful American. She asked each child to pretend that he was in fourth grade with John Glenn, to tell what kind of a boy he was, and in what way the writer thought he was like John. A rather under-privileged boy, Tony, had concluded his composition with this statement, "The thing I liked best about John Glenn when he was a fourth grader was that he was honest. And I am not." The teacher was surprised when she read this because she had no reason to believe that Tony was dishonest. In a short private conference she told him this. He replied that he had stolen once when he was in second grade. "But," the teacher asked, "have you stolen since?" "No," said Tony. "Why then you are honest, Tony," assured the teacher. Some time later Tony quietly removed his writing from the pile on the teacher's desk, vigorously erased the "not", emphatically made a large period after "I am", and rather proudly returned his paper to the desk.

E. *Independence.*

Having discovered himself, more of his interests and attitudes are self-motivated.

Developmental tasks for the child.

To become more self-reliant in making decisions and more self-confident in taking part in group activities.

The staff plans.

To provide opportunities in each area of the curriculum for each child to be a leader, to define goals, and to evaluate growth.

The teacher plans with children.

For developing independence:

1. How to use resource materials.
2. How to proof read for spelling errors, correct punctuation, etc.
3. How to conduct yourself when an adult is not present.
4. How to profit from making mistakes.
5. How to pursue an interest independently.

The teacher plans with parents.

To provide family support when needed.

Planning in action.

Purpose: To develop independence in using resource materials.

Background: A sixth grade class had been studying a unit on light and sound. They had accumulated some background information so that they were now ready to attack their problem, How Can Light and Sound Be Used For Our Own Purposes.

Planning: These were some of the things that emerged in the teacher-pupil planning period:

1. Finding out how a camera works.
2. Finding out what it means for an airplane to travel faster than sound.
3. Finding out how mirrors can distort images.
4. Finding out how to make a whistle.
5. Finding out how a radio works.
6. Finding out how a television set operates.
7. Finding out why some animals can see in the dark.
8. Finding out how sound is transmitted over the telephone.
9. Finding out how various musical instruments are tuned.
10. Finding out what causes a rainbow.
11. Finding out what causes the aurora borealis.
12. Finding out how to mix paints to get desired colors.
13. Finding out how recordings are made.

The teacher said, "You are to be complimented on your good thinking this morning. What is our next step?" One boy volunteered, "To decide who is to do what." Another said, "It's important to know how we will find out the answers." The teacher remarked, "Both of you have pinpointed very important things. Let's first have volunteers for persons who wish to work on one or possibly two of these areas." In the discussion that followed there were some children who preferred working alone while others wanted to work in a group; some expressed a desire to explore one area to a greater degree rather than try to work on two. The teacher again complimented them on their good judgment and then said, "What were the important conclusions we reached after similar planning in our unit on simple machines?" A girl in the front seat was quick to say, "Too many of us copied information from the encyclopedia. We decided we should report in our own words." Another said, "Most of us used only one reference or tried only one experiment. We decided we needed to double-check." "Very good," commented the teacher. "Are we ready now to list some of the ways we can go about finding out, remembering that we should explore at least two sources or methods?" In their further planning, these evolved:

1. Using several encyclopedias or references.
2. Visiting the main telephone building.
3. Building a simple radio.
4. Inviting a television repairman to the class.
5. Consulting the high school science teachers.
6. Visiting the local radio and television stations.
7. Interviewing a man who sells cameras.
8. Inviting a camera enthusiast to speak to the class.
9. Having children who are learning to play musical instruments demonstrate before the class.
10. Interviewing an airline pilot.

"You have shown your awareness to many resources. Perhaps you can surprise us by thinking of some we have not mentioned. I know you are anxious to get started. Let's summarize what we need to keep in mind," suggested the teacher. This was it:

1. Use several sources of information.
2. Check and double-check.
3. Give your report in your own words.
4. Be ready when your turn comes.

In the chapter, *This Is Their World,* the child's needs, having a cultural basis, are identified. Ways to meet these needs have been suggested in the column, "What The School Can Do". The following excerpts from that chapter have been selected with some suggestions of how they may be utilized in the three ways of planning previously discussed in this chapter.

Some ways of utilizing the social functions in the child's world to plan the curriculum for the pre-adolescent.

The task we face:
Conserving human and natural resources

A. *Intelligence as a human resource can be more fully utilized.*

The child's needs.
To apply his intelligence to the solution of problems of significance to him.

The staff plans.
To utilize tests and guidance services in order to assess each child's potential.
To plan for grouping and class sectioning to help meet each child's needs.

The teacher plans with children.
For developing a unit:

1. What major problems and related problems need to be solved?
2. What do we already know?
3. What do we need to know?

4. How will we find out?
5. What different things do we need to find out?
6. Who will do these?
7. Have we done a good job?
8. What conclusions can we make?

The teacher plans with parents.

To recognize the potential of this child and to plan how this can best be realized.
To guide them in accepting the extent to which this intelligence can be utilized.

Planning in action.

The resource unit on Astronomy in Chapter VI of the bulletin illustrates the way in which the teacher utilized the children's intelligence, interests, and self direction in identifying problems of concern to them and in their solutions.

The task we face:
Using free time

A. *Technological advance affects both the amount of free time and the way in which we use it.*

The child's needs.

To develop some standards for judging the worth of various forms of commercial amusements and for selecting his own television programs, movies, reading matter, to learn to make his selection with reference to those standards.

The staff plans:

To survey out of school free time activities of each child.
To prepare a pamphlet for parents listing good programs on television and radio and desirable books to be read at each age.

The teacher plans with children.

For learning how to become a discriminate listener and viewer:

1. Before using a film, discuss what they think makes a good film, what they anticipate learning from seeing the film, and what they should look for in particular.
2. After seeing this film, evaluate its worth, its artistry, its value as another learning resource, and the listening habits and skills of the viewers.

The teacher plans with parents.

To help them to select the radio and television programs and movies they will permit the children to hear and see.
To suggest other worthwhile ways children can spend their free time.

1. Making a collection.
2. Gardening.
3. Raising an animal.
4. Developing skill in a craft.

Planning in action.

Purpose: To learn how to spend free time in a manner conducive to good mental health.

Background: As the culmination of a unit on Personal Development, the class decided to combine a display of their hobbies with a talent show. Both of these had taken place the previous day.

Planning: The next day began with an evaluation of their hobby and talent shows. The class chairman took charge and remarked, "I think everyone carried out his responsibilities exactly as he had offered to do. No one failed to bring his hobby or to perform on the stage. Some of you did both and many helped behind the scenes. That's all I have to say. Does anyone else care to comment?" These were heard in rapid succession:

> "No one tried to steal the show."
>
> "The audience was polite. I think they enjoyed the show and the exhibits."
>
> "I thought it was a good idea to have a sign-up sheet next to our hobby displays. I know I liked to see several names signed by children who were interested in starting a hobby like mine. I had several telephone calls last night asking how to get started."
>
> "I was most impressed with the wide variety of talent. I wouldn't be surprised to see some of us working on television some day."

"I wouldn't be either," interrupted the teacher. "You have mentioned some very worthwhile points for consideration. Will you try to think a bit more deeply and see if we can summarize what is really important to you?" Their summary amounted to this:

1. It is how we feel inside that counts.
2. We will know what to do when we have free time at home or at school.
3. Actually doing something during your free time is better than just watching or listening.
4. Time goes faster when we have something worthwhile to do.
5. Many person's hobbies have turned out to be a way of earning a living.
6. Having a hobby helps when one is ill.
7. Learning to play a musical instrument helps one to stick to something so one really wants to get better and better. It makes one feel more confident.
8. We learn to appreciate the talents of others.
9. We do not get into trouble when we are working on a hobby or practicing our music.

The task we face:

Providing for aesthetic and spiritual needs

A. *The tempo of life in urban and rural communities has made the reflection of beauty in our culture less apparent.*

The child's needs.

To learn to distinguish between the transistory examples of literature, music, and art, and those which will have greater universality.

The staff plans.

To prepare a pamphlet for parents listing dates of art shows, sources of good prints suitable for framing in the home, and sources of good art slides.

To decide on what places of good literature elementary school children should become familiar with.

The teacher plans with children.

For providing for and extending their interests in reading, art, and music by using an interest inventory.

For suggesting books they would like added to the library.

For suggesting records they would want in the music library.

For appreciating good literature:

1. How did it make you feel?
2. What parts were beautifully written?
3. What made the characters strong?
4. Is there someone in the story you'd like for a friend? Why?

The teacher plans with parents.

To help them select good books for their children.
To encourage them to use the local library facilities.
To enjoy reading to children and to hear them read.

Planning in action.

Purpose: To provide for and to extend interests in reading, art and music.

Background: As was quite typical of this age group, many children had singled their reading to one particular area, such as horses, mysteries, dogs, baseball, etc. The teacher felt that she could extend their interests in an individualized reading program and in having them help in the selection of books for the library.

Planning: She decided to use an interest finder which would give her clues to many other things that were puzzling her about this group. She explained the purpose of the following sheet which she distributed, suggested that they complete only the parts that they wished to and assured them that this would be kept in strict confidence.

THE SPRINGFIELD INTEREST FINDER

NAME ------------------------------
BOY OR GIRL ---------
AGE ----------------
TEACHER -------------
GRADE ----------------
SCHOOL ---------------
DATE ----------------------

My three wishes:
What I'd like to learn more about at school:
What I don't care to study about:
What I like best in school:
What I like best outside of school (that is, away from school, when I am not at school):
What I like least at school:
What I like least outside of school (that is, away from school, when I am not at school):
The most interesting thing I have done at school during the past week or so:
One of the places I especially like to go:
One of the happiest days in my life:
What I want to be or do when I grow up:

The task we face:

Securing a more democratic society

A. *We continue to affirm our faith in the principles underlying our democratic society.*

The child's needs.

To accept responsibility as an individual and as a member of a group, for promoting necessary social change.

The staff plans.

To plan ways of administering the school democratically—how each teacher and child has a part.
To control each classroom democratically.

The teacher plans with children.

For obtaining cooperation during a Civil Defense Drill.
For decreasing the time needed for a fire drill.
For improving behavior in the school cafeteria or on the school bus.

The teacher plans with parents.

To establish a family council in which problems related to the family as a whole and to its individuals can be resolved.

Planning in action.

Purpose: To insure good behavior in the school cafeteria.

Background: It was the first year that the school would have a school cafeteria with hot lunches. The staff had been asked to plan with their children so acceptable behavior would be initiated at the start, thus making it more possible to maintain. This became an all-school enterprise. They had some time to prepare for this because meals would not be served until the end of the month.

Planning: This particular classroom had two assignments from the student council—to make the lunchroom attractive and to develop a code for lunchroom conduct. The representative to the council approached the class by asking, "What can we do to help make the lunchroom attractive?"

These were suggested:

1. Make posters about balanced meals.
2. Make comparison cartoons on eating habits.
3. Bring flowers or fruit and vegetable centerpieces for the tables.
4. Appoint an all-school committee to keep the tables and chairs orderly and the floors free from food and paper.

At this point the teacher interjected, "You have taken care of all the physical aspects for making the lunchroom attractive. You have arranged to an extent for maintenance of this attractiveness. What assurance do you have that this will really succeed?" The children were puzzled and thoughtful but soon someone had an idea and expressed it, "It will depend on how we act." The chairman agreed and guided them in developing this code:

1. Wait in line quietly.
2. Accept the food served without unkind remarks.
3. Sit with different people each day.
4. Take time to eat slowly and quietly.
5. Carry on pleasant conversation in a controlled voice.
6. Thank the cooks when you are served.
7. Return your tray to the specified place. If there is no room, wait patiently until space has been cleared.
8. Compliment the cooks on the meals they have planned.
9. Take pride in leaving the lunchroom as clean as possible.
10. Practice good manners at all times.

How Teachers May Plan with Parents

Involving parents in planning will not only affect the experiences of the learners but also the public relations program of the elementary school. Parents need to know what is expected of them when asked to participate in planning. They must be made to feel that the desire to have them participate is genuine.

Some of the most common ways of involving parents in planning are:

1. In revising the reporting practices of the school.
2. In holding parent-teacher conferences as a means of pupil evaluation and understanding.
3. In organizing room parents who may provide refreshments at an open house, arrange transportation for a field trip, raise money for a camp, etc.

Teachers should encourage participation of parents:

1. In planning a school camping program.
2. In evaluating the effects of homework.
3. In surveying community opinion regarding the curricular offerings.
4. In studying data on delinquency.
5. In developing a school health program.
6. In making a school museum.
7. In developing handbooks for parents.
8. In developing a handbook of community resources including recreational facilities, nationality groups, industries, places to go on field trips, local history and geography of the community, etc.

Parents can act as resource persons by coming into the classrooms to share their travels, hobbies, collections, special interests and skills. The teacher will need to pre-plan with the parent to insure the suitability of the material to the interests and needs of the learners as well as plan for a presentation geared to the maturation of the learners. If this is not done, too often the parent is embarrassed over the lack of response on the part of the pupils who in turn, with their teacher, may be disappointed, as well as discouraged, in using such human resources.

After co-operative preplanning, parents can act as leaders in developing hobbies with children which may lead to formation of drama clubs, newspaper clubs, art clubs, etc. as part of the school program.

Parents who have participated in some phase of curriculum planning are influential in interpreting the program to other members in the community and in enlisting their support of it.

Chapter VI
Unit of Work

Middle grade children are confronted with expanding interests and abilities. The following unit of work on Space expresses the teacher's use of his understanding of children in building further interests and increasing skills and abilities.

Evidence of appropriate purposes, organization and execution of activities, classroom management, and evaluation techniques can be recognized in the running account of the unit as it developed.

In the following arrangement, the first statement describes procedure, the second describes the application as it applies to decision-making as outlined earlier in this bulletin. The descriptions are not all inclusive nor do they exhaust the ways in which a teacher reacts to the task of decision-making. Educators might find it worthwhile to add their own descriptions where none are given.

A UNIT ON ASTRONOMY (PROCEDURES)

The first interest in the unit began during a discussion on Monday morning when the students were telling of interesting things which they did or saw during the weekend.

Ronald told how he saw a star fall and indicated that he was interested in learning more about the heavenly bodies.

TEACHER'S BASIS FOR DECISION-MAKING

With free atmosphere the teacher provides a setting in which middle grade children's interests can emerge and the free exploration of ideas can take place.

The middle grade child's strong curiosity about natural phenomena in the wider environment is revealed when he is free to express his personal interests.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

Jim told how he watched the phases of the moon and revealed that he had been charting the length of the phases on a piece of tagboard. He disclosed that he had noted four distinct phases during one month and stated that he would bring the chart in for the class to see.

TEACHER'S BASIS FOR DECISION-MAKING

His deep curiosity to seek answers about natural phenomena may lead him to initiate ways of obtaining information thru direct observation and systematic recording of data.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

Many questions were raised on the elements found in space and Joan indicated that her aunt and cousin had been to an observatory in California where they had obtained many interesting pictures and views of space. She also offered to bring these for the class to view.

TEACHER'S BASIS FOR DECISION-MAKING

Concern for the peer group is evidenced in a willingness to share ideas and resources and to seek group reaction to ideas.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

After the morning had elapsed, several of the boys asked the teacher whether it would be possible to study the topic of space and indicated that they would be very interested in such a study.

The teacher told the children that she didn't know if the whole class would be interested in this phase of science. The boys stated that they would ask the girls and other boys in the class whether they would like to study this area.

TEACHER'S BASIS FOR DECISION-MAKING

The teacher shows her respect for the ability of middle grade children to be self-directing when she withholds an imposed structure in this exploratory stage of a topic and permits the pupils to consult with their peers on the desirability of the topic as an area of study.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

That afternoon, one of the boys brought in seven or eight books about space which he had obtained from the public library. He was busy reading some of the information along with a group of other children.

John brought in his chart of the phases of the moon and a crowd of children gathered around his desk where he was explaining the chart.

Joan told a group of girls that she had called her aunt and was going to get the pictures that night so that the class would see them the next day.

The teacher permitted the class to browse around the room and look at the items and books which had been brought into the class. She found herself being drawn into the study as she viewed the children in their enthusiastic manner.

TEACHER'S BASIS FOR DECISION-MAKING

Children have the freedom to explore ideas and materials, a requisite to permitting intelligence to operate in identifying and defining the topic to be studied.

While recognizing that space was a topic to be studied at a later date according to the curriculum guide, the teacher saw the opportunity to use the interests of the pupils as motivation so she was willing to rearrange the sequence of learning.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

After twenty minutes had elapsed and most of the children had been given an opportunity to view the moon chart and had seen some of the books, the teacher asked them to gather their desks around in a semi-circle so that they could discuss what had been going on for the past few minutes.

During the discussion, John was given an opportunity to show his chart. One of the girls who had been doing some reading about the moon, agreed with John about some of the points on his chart, but she pointed out that he had not included all of the phases of the moon. This idea brought some interchange of ideas among the class members. One of the girls indicated that she intended to find out which one of her classmates was right about our moon.

TEACHER'S BASIS FOR DECISION-MAKING

The middle grade child's openness and frankness is revealed in a free atmosphere such as this which allows one child to challenge the findings of another child's self-initiated study. The teacher's lack of intrusion when the point is challenged causes the problem to be sensed and sharpened. This serves to heighten interest in the topic and to create a climate for problem-solving and purposeful search for ideas at the exploratory stage of the topic.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

The level of interest in the class was very high by this time and the teacher asked the group whether they would be interested in studying more about space. Two of the boys said that they had taken a quick survey of the class and that only one person did not reveal an interest in the study.

The teacher asked them what questions they had about space and possible ways these questions might be explored.

Several suggestions were given for the class study including the Earth, the satellites of other planets, Mars, rockets and artificial satellites, the planet with the rings, and Pluto.

TEACHER'S BASIS FOR DECISION-MAKING

A non-threatening classroom allows students to assess group opinion and to express it.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

Since there seemed to be diversity of ideas, the teacher asked them what they knew about space. A section of the blackboard was used and the heading "What We Know About Space" was written at the top. Students gave ideas and information that they already knew about space which were written on the board until the board was jammed full of ideas.

Another large space of board was used for ideas that they wanted to find out about space. The teacher wrote the heading, "What We Want to Learn About Space" at the top of this board and again the class gave ideas that they were interested in learning about during the study.

TEACHER'S BASIS FOR DECISION-MAKING

The teacher helps the children to develop the ability to identify and define a problem by guiding them in sorting out what they already know and what they want to know about space.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

After this had been done, Bob stated that he felt the study should be limited because no one could learn everything about space. Several other children indicated that they had similar thoughts by saying so or nodding their heads.

Kathy said that she felt the study should be limited to our own solar system because our own planet was a part of it. She stated that she could not find any information about any planets outside of our solar system.

Bobby indicated that he felt the class should study only about the Earth because we live on this planet. He said that we did not have to concern ourselves with other planets because none of our class would ever go there anyway.

Dawn indicated disagreement and said that this was the age of space and whether we went there or not we should at least be familiar with other lands.

A member of the class made an analogy between space and social studies. He said that if we would limit our study to Earth because we probably would never visit any other planets, we should also limit our study to the United States because we would probably never go to Russia, France, Africa, or Australia.

TEACHER'S BASIS FOR DECISION-MAKING

Ability in group decision-making is fostered in a climate which allows students freedom to recognize the need for setting limits to their study and provides them with the opportunity to select criteria for determining the limitations.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

After much discussion the class agreed to study the solar system and all of its members. The pupils and teacher planned the study and the pupils decided upon the problem, "What is Our Solar System Like?" for a title for the unit.

TEACHER'S BASIS FOR DECISION-MAKING

Clear identification of a problem and group commitment to it follow a period in which ideas are explored, challenged, and clarified by group members individually and collectively.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

The class indicated that they wanted to spend the next two days in reading or in obtaining information from any sources in the community before deciding what plan they wished to follow.

TEACHER'S BASIS FOR DECISION-MAKING

The developing independence of the middle grade child manifests itself in his desire to share in the planning activities.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

Several of the children decided to go to the public library and some of the children went to the school library following the afternoon session. By the next morning, more than seventy books about the solar system had been brought into the room. Two of the girls had obtained a small film viewer for use in the back of the room. They had also secured five filmstrips about various aspects of space from the school library and were viewing them at the beginning of the school day.

TEACHER'S BASIS FOR DECISION-MAKING

(When blank—may be filled in by teacher)

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

The interest in this study was so great that the teacher left the children on their own for one hour to read in any of the books or to view the slides obtained from the library.

TEACHER'S BASIS FOR DECISION-MAKING

Middle grade children who are highly interested in an activity are capable of a great degree of self-direction.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

Nancy and Susan had secured magazines with information and pictures about space and were cutting the series from the magazines.

Several of the children asked whether they could make notebooks to record what they had read or what was discussed in the class.

The teacher placed large sheets of colored construction paper, manila paper for drawings, and white-lined notebook paper on the back cupboard for the child's use. Some of the girls indicated that they wanted to visit the art room to get charcoal, gold and silver paint, brushes, paint pans and other materials during the recess period. The girls must have talked to other children because by the time the recess period arrived the whole class seemed interested in making folders for the study.

TEACHER'S BASIS FOR DECISION-MAKING

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

The whole class, therefore, was given time for making such a book. The media used on the paper covers included crayons, paint, charcoal, cut paper, cut cloth, sandpaper, and buttons. The teacher did not prevent the children from using any of the media, though she felt that some materials might deteriorate more quickly. Some of the children used colored chalk which they sprayed with a fixative so that it would not get all over the room.

TEACHER'S BASIS FOR DECISION-MAKING

The teacher's selection of media for booklet covers provides opportunity for the refinement of large-small muscle coordination.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

The children gathered materials and information in an individual work period the next day.

During this period, some of the children wrote letters to the Observatory at Lake Geneva and to the Planetarium at Chicago for additional information.

Two of the boys wrote letters to Cape Canaveral and one girl wrote to the editors of Life and Look magazines for reprints of articles published previously.

That night, two of the children and the teacher went to the University where they gathered more books and filmstrips.

TEACHER'S BASIS FOR DECISION-MAKING

The middle-grade child needs opportunities for socializing but he also needs privacy. As individual children and groups perceive possibilities for discovery and study, they satisfy their growing awareness of responsibility to peers and their equal need to examine ideas and projects in private.

A UNIT ON ASTRONOMY (PROCEDURES) (Continued)

(From here on we have omitted heading *Teacher's Basis For Decision-Making* assuming the teacher may make marginal notes if he desires)

The next day the class met as a whole and they discussed the plans for the unit.

The class decided that committees were needed for the general unit and they set up the Bulletin Board Committee which would place the pictures and information on the board as it was brought into the classroom.

The class decided that they wanted to put out a magazine which would include the information about space as well as creative stories and activities of the unit. They set up a Magazine Committee for this task.

The class decided to have a Book Committee to take responsibility for renewing the books charged to the class at the public library. This committee was responsible for keeping the three book tables in order at the end of the morning and afternoon sessions.

An information Committee was organized to meet with the teacher to plan movies, films, field trips and other activities as they would fit into the unit. The committee and the teacher also selected each week's spelling words based on the concepts of space.

The class determined the number and membership of the committee. Numbers were put in a hat and children drew them. The child with number one joined a committee in which he had the most interest and then the child with slip number two got a choice, etc. until all committees were selected.

The class decided that they wanted to study the sun, moon, asteroids, and planets in order of distance from the sun out to Pluto.

They decided to spend one day in an individualized manner to gather all the information they could about the sun. The next day would be spent in a discussion of what they discovered. They tried this method of studying space and found it to be most satisfactory.

After the sun was studied by the class, they went into the planets by studying Mercury first. The teacher spent the period helping children find their information when they were working individually.

During discussions, the teacher sat at a table while the group arranged their desks in an informal manner. The teacher and children discussed what they had learned and the children were allowed to engage in a free interchange of ideas. At the end of each period, the pupils and teacher evaluated what had been accomplished for that period.

Several of the children indicated that they had special interests about space which they wished to study.

The next day the class spent time discussing special projects in connection with the space unit.

Bobby had just received a $75.00 telescope from his parents and he was interested in doing some work in viewing the planets and reporting it to the class. Three other students indicated that they had similar interests and they joined together in a Telescope Committee.

Some of the boys indicated that they wanted to learn more about rockets. They decided to try to construct a rocket at one of the boys' houses. They began to write for information on the stages of the rockets. Their interests led them to form the Rocket Committee.

Several of the girls were interested in the space men and what they wore. They indicated that they wanted to find out the qualifications for a spaceman, the materials used for his suit and equipment. They decided to make a spacesuit and dress a doll in it.

Another group of children was interested in making replicas of the planets and in studying about their placement and size. They engaged in other activities which will be described later.

A group of children was interested in doing creative dramatics or writing about supposed happenings in space. They wrote plays, stories, and songs about the people and conditions in space.

The children used the same techniques in studying all of the planets. When films or slides were available on the planet, they were shown and narrated by one of the students. A class discussion of the film followed its viewing.

Two of the students went to Lake Geneva with one of the mothers to visit the Yerkes Observatory, and they made a special report of what they saw. This created interest in such a trip and the Information Committee wrote to Chicago to see what arrangements could be made for a trip to the Planetarium.

The Telescope Committee was busy at work and they reported whenever they saw something interesting.

By this time, the materials covered one complete side of the room.

The Planet Arrangement Committee had strung a wire across the room; planets were placed at their relative distances on the wire. This was a part of a commercially prepared unit. Other parts of the unit were used at the appropriate time by the class. They were assembled by this group.

The committee had also covered balloons with a paper mache in sizes which corresponded to the sizes of the planets and sun. These were labeled and placed on the shelves at the side of the room.

The Planet Arrangement Committee with the teacher's help made charts of each planet, illustrating important facts about each planet. Thirty charts were placed on the walls around the room.

The committee brought various items which represented the sun and planets and placed them on the ground in scale to indicate how far they were from each other. An orange, beans peas, aspirins, and pinpoints represented the planets. The placement extended from the school grounds to a city park approximately five blocks away. The children all walked to the park and the committee indicated the placement of the planets along the way.

The boys who were working on the rocket received much material from Cape Canaveral. They made arrangements to go through part of A.C. Spark Plug in Oak Creek where they saw some of the rocket work though they were not permitted to see all of the states.

Two of the boys went to Ladish Company where they were taken through the lab and part of the steel stores. There they were given samples of seven metals which are used in rockets. They attempted to build a rocket which they brought to school.

The girls on the Space Man Committee received from Cape Canaveral samples of the material used in the suits. They drew out plans for the spaceman's suit and illustrated his equipment on a large chart. They dressed a large doll, using other material in fashion of a space man.

By this time, all of the children had written creative stories about people, animals, and weird creatures in space. They also wrote reports summarizing what they had learned about space. The Magazine Committee organized the information and corrected the material with the help of the teacher. The members of this committee included two of the better writers in the group.

The teacher typed all of the stories and a girl illustrated the stories on purple, red, and green duplicating masters which were obtained from one of the fathers who operated a printing company.

Sample covers designed by interested pupils were submitted to the class for its selection.

When the class voted on the colors to be used for the cover, they chose light blue and yellow. The committee ran off thirty-five copies of each of the 48 masters. Each student received a copy and one was given to the principal and superintendent of schools. A copy was also sent to the president of the P.T.A. for presentation to that group.

Special interest reports were given about comets, meteors, and asteroids by students who had conducted research in these fields.

Evaluation of the group's work continued each day.

The Information Committee received notice from the Planetarium in Chicago that a special lecture on the solar system could be arranged for the group at any grade level they wished. The class indicated that they desired to attend such a lecture, but money might prove to be a problem. The Information Committee reported that it would cost $70.00 for a bus.

When the group discussed ways of making money for the trip, it was decided to hold a bake sale. Children served as clerks, cashiers, wrappers, at their sale and others directed the customers. $68.00 was obtained through these efforts. The school paid the remaining two dollars for the bus.

The field trip served as a review of the study of the solar system. The group decided that they had a knowledge equal to that level. It was interesting and encouraging to note that the children did not have trouble in understanding the lecture.

The children were provided with opportunities to examine telescopes and other equipment at the Planetarium. The trip was discussed and evaluated the next day.

The Space Man Committee discussed some of the health aspects and problems involved in traveling in space. Other students contributed their knowledge of conditions in space as they related to other planets and the moon. The equipment of the space man was discussed. The Information Committee arranged for a guest speaker from A. C. Spark Plug who told the children about advancements and new projects in space.

The Rocket Committee was interested in comparing space achievement of America and Russia, but they could only find information in the newspapers and in *Life* magazines. They had a panel discussion on their findings. The group wrote to the Russian Embassy and to Khrushchev, but they received only publications of the government and literature which was written in Russian.

The evaluation and discussion of the whole unit served as the examination. The students and teacher spent forty-five minutes evaluating what they had done, what they learned, and the weaknesses of the unit.

The teacher had them write their evaluation of the most significant learning which they had obtained from this unit. This served as a further basis for evaluation.

One can see from this unit that the core of science and language skills, including aspects of health and social studies, stressed doing and seeking for oneself the ideas about which they were learning.

This unit was carried out over a five week period. The pupil interest was still strong at the end of the unit and over three-fourths of the class indicated that they desired to study more about this area.

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